

VOLUME IV

The

NUMBER 5

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



OCTOBER, 1923



Are We Decadents?

Historically, the age that cannot solve its *own* problems is *decadent*.

In spite of the Gargantuan exploits of military and naval armaments in the war to end war, *our* problem of war is still *unsolved*.

Our *economic problems* we do not even attempt; but in a truly Micawberesque fashion we are "waiting for something to turn up."

Our insistent *social problems* have not yet been approached with discernment. *Instead of enlightenment* we have *obscurantism* and *mass hysteria*. (Dr. Price)

A recent writer remarks:

"A general evolutionary drift of mankind is, to a large degree, uncontrollable. The loosening of family ties and of discipline, the decline in religious faith, the drift of population toward the cities, the intolerance of the opinions of others, the apathy of the people in regard to public measures—these things are quite beyond legislative control, and *can be corrected only by a radical change in men's opinions and beliefs, which, to be effective, must penetrate every stratum of society.*"

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July							
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							
June							
Average for year							

Key to above markings:
S—Excellent
B—Good
F—Fair
P—Poor

To Parents or Guardians:
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Teacher

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The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the Tenth of Each Month.

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BUSINESS MANAGER: John W. Barnett, Edmonton.
Published, Controlled and Edited by the

ALBERTA TEACHERS' ALLIANCE PUBLISHING CO. LTD.

10012 102nd Street, Edmonton, Alta.

Subscription: Members of A.T.A. \$1.00 per annum
Non-Members \$1.50 per annum

Vol. IV.

Edmonton, October, 1923

No. 5

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Official Announcements

PAYMENTS REQUIRED OF MEMBERS

	Annual Salary	Membership	Subscription	Total
		Dues to A.T.A.	to The A.T.A. Magazine	
(1)	Under \$1500	\$ 5.00	\$ 1.00	\$6.00
(2)	\$1500 but less than \$2000	7.00	1.00	8.00
(3)	\$2000 but less than \$2500	9.00	1.00	10.00
(4)	\$2500 and over	10.00	1.00	11.00

N.B.—The above dues include membership to the Canadian Teachers' Federation. The subscription to the "A.T.A. Magazine" is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than anything else to assist the Executive in planning for the entire year. A splendid collection report will mean more than most members realize.

Has your Local appointed a good live membership committee?

CONTRACTS—TEACHERS ACCEPTING NEW POSITIONS

A recent judgment of the Alberta Appeal Court shows that a secretary-treasurer of a school board cannot be delegated to make arrangements for appointing a teacher except the school board has by resolution at a regular or special meeting specifically appointed the particular teacher. If a teacher receives a letter from a school board accepting him as teacher it is necessary that there be a guarantee given that a resolution such as referred to above has been formally passed by the board; otherwise the teacher has no hold on the school board nor any of the members or officials thereof. The contract MUST be signed before the teacher commences duties.

REPORTS OF LOCAL ALLIANCE MEETINGS, ETC.

The A.T.A. Magazine does not contain sufficient Alliance news. This complaint is frequently made. The fault, however, is not due to the management, but to the fact that the Editor and others responsible for collecting material for the Magazine are not given the necessary support by the Locals. If a Press Correspondent has not been appointed by your Local, the Secretary or President should send in reports of Local Alliance Meetings, School Fairs, Items of Personal Interest—to members, new appointments, marriages of members, deaths of members, etc., Reports of Conventions and Institutes, and all other items of local educational interest. These reports are really DESIRED, and persons sending same will receive the sincere thanks of the Provincial Executive.

TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting without having received advice previously. Several cases have recently been brought to our notice where teachers have been stampeded into action—have even resigned—thereby rendering it impossible for the Alliance to be of assistance.

If a member in difficulties is a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the Local Executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Central body. Local organizations should function wherever possible.

If a Member at Large, a letter, lettergram or long distance phone call will be promptly attended to, and the necessary advice tendered. (Phone Number 31583, Edmonton.)

LOCALS

Have you tried to form a local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together TEACHERS can meet in one centre, the Annual General Meeting has instructed the General Secretary to recognize them as a Provisional Local Alliance; that is to say: If headquarters is informed of the name of the Provisional Local Secretary all official notices, communications, etc., will be forwarded. Don't be satisfied by being merely a "member at large": get into the organization work, and make the Alliance function in your midst—Provisional Locals should spring up everywhere. MAKE SURE OF ONE WHERE YOU ARE. Don't leave it to "George" to do it. Do your "bit."

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—The Schoolmaster.

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Local News

CALGARY PUBLIC LOCAL

On Saturday, October 6th, at 3:45 p.m. in the Dining room of the Palliser Hotel the Calgary Public School Local of the Alberta Teachers' Alliance held an afternoon tea and reception in honor of the new teachers on the Public School staff. After a short business meeting, the roll call of the guests of honor was called. The new members of the staff thus honored were Miss E. Aldous, Miss C. A. Etheridge, Miss M. E. Atkinson, Miss R. L. Anderson, Miss S. M. Treacy, Miss W. R. Johnstone, Miss L. Decker, Miss Mable King, Miss L. Walker, Miss E. A. Knights, Miss D. Jones, Miss J. M. Ballantyne, Miss G. Keddy, Miss L. D. Turner, Miss B. Machon, Miss E. I. Mills, Miss E. Brims, Miss R. Matson, Miss J. McWilliams, Miss M. A. Johnstone, Miss P. Mackay. Dr. A. M. Scott and Miss Scott were included in the guests of honor.

Over 200 teachers were present at the reception at which the President, F. Speakman presided. After a short business meeting, Miss Countts gave a short breezy speech of welcome to the new teachers. Miss A. M. Robertson, who has just returned from a year spent in England, gave a few words of welcome to the new teacher from England. Miss D. Jones made the reply.

The meeting was made more enjoyable by songs from Miss Gladys Biggar and Miss Putnam.

CARDSTON

At the Annual Meeting of the A.T.A. local here, the following officers were elected for the coming year:

President, R. E. Hicken, Cardston; Vice-President, N. E. Tanner, Hill Spring; Secretary-Treasurer, Miss Annie Steed, Cardston; Corresponding Secretary, D. O. Wight, Cardston.

The Alliance Local have undertaken, at the suggestion of Inspector Morgan, the handling of the Teachers' Institute to be held in Cardston in October. This is a step forward in Alliance work, for who should conduct teachers' meetings, etc., if not the teachers themselves through their own organization!

We thought that you would like to report the new list of officers and the proposed institute work in the magazine.

D. O. WIGHT, Corr. Secretary.

Obituary

Mr. H. V. Masson, of the staff of the Parkdale School, Edmonton, passed away during the holidays. His wife desires to convey to Alliance members her grateful acknowledgment with sincere appreciation of their kind and thoughtful expressions of sympathy.

OUR NEW CATALOGUE

is now ready. Write at once for a copy if you are interested in any of the following:

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A little advice to the parents of your backward pupils may help you to overcome a great many difficulties.



New President of American Federation of Teachers Greets Members

Mr. Charles B. Stillman, for seven years President of the American Federation of Teachers, has recently retired. He is succeeded by Miss Florence Rood, of St. Paul.—Ed.

To my Fellow Members:

The American Federation of Teachers chose for its motto—its statement in brief for the purpose of its being—

"Democracy in Education. Education for Democracy."

Neither thought is new. Intellectually the world long since professed acceptance of the principles of democracy. In practice we fail to make them a part of our daily living. We go farther and turn obstinately against them.

The early educators on whose theories our present school system is largely built were filled with the spirit of democracy. We profess acceptance of the fundamentals of their teachings; yet we seldom make them the keynote of our daily work.

The new year brings us the opportunity to increase the significance of our movement to ourselves and the public. Is it easy? No. Those who are looking for the easy road do not belong with us. For to be sincerely democratic means many things, not all of them comfortable—but all of them interesting. It means, for classroom teachers, a casting aside of the ancient timidiities of our profession. It means that, as persons of judgment matured by training and experience, we have a right to opinions on trends in education; what and how children shall be taught; when and how, we, as self-governing individuals, shall do our work. It means an appreciation on our part that we have a right to express those opinions to those in charge of directing of education; to have them considered; and where they are set aside without courtesy, that we must have the courage to press for their consideration, not because they are ours, but because we believe they are right. It means, more than all else, a growth in self-respect, for no one can put into his philosophy of life the great principles which are democracy without a revivifying of his being.

Have we, as individuals and as a group, taken stock as often as we should of our progress, measuring what we have accomplished against what we have undertaken? Let each one ask progress, render judgment of himself first, and then go forward with fresh determination. If himself what he has contributed toward that there are those who are questioning the value of such effort, let one who has been some time on the way assure them that it is well worth while. They may find that it is not nearly so often a strange path as the old one seen with new and far more appreciative eyes.

And if, by chance, this message comes to those who are with us but not of us, let me invite them to join this pilgrim band, discovering not new lands, but the one we possess.

Sincerely yours,

FLORENCE ROOD.

Analerta

ACCORDING TO PROFESSOR CONKLIN

B. H. HAGGIN

Sir:—In *The Trend of Evolution*, Professor Edwin Grant Conklin of Princeton University says, "Thousands of variations occur in organisms which are not inherited; they come with change in food, climate, use or disuse, or other conditions of environment; and when these conditions change they disappear. These environmental variations . . . represent changes in development rather than in heredity, modifications of the developed organism rather than of the germ-plasm. On the other hand, inherited variations are caused by changes in the germ-plasm itself. . . (1) those which are due to new combinations or re-combinations of old inheritance factors . . . and (2) those which are caused by sudden alterations in the individual factors." A mutation, obviously, might be caused by changed environmental conditions.

Now, in the phrase—"inheritance of acquired characteristics," acquired characteristics correspond with what Professor Conklin calls environmental variations; and those who believe in the inheritance of acquired characteristics believe that these changes in the soma affect the germ plasm and are therefore inherited.

Thus far the evidence for this has been negative, and this may be said of Dr. Kammerer's experiments with *salamandra maculosa*, for the changes in the parent occurred under changed environmental conditions and might be expected to disappear under the old conditions. More important, however, the changes in the offspring indicate that the germ plasm had been affected not by the soma but by the changed environmental conditions, to which the parent had been subjected during four pregnancies.

—*The New Republic.*

"SELLING" EDUCATION

Supposing our Boards of Education and Departments of Education embarked on real campaigns to sell education to the people of Canada. So far the people have demanded the educational facilities that have been provided. At least that is true for the most part. Here and there a man or a woman has stood in advance of the rest and has brought a whole community or a whole province to his or her way of thinking. But there is still a vast amount to be done in "selling education" to our people. Wouldn't it be good business to take a leaf out of these enterprising publishers' book?

Take secondary education, for example. There should be a vast increase in the number of those who attend secondary schools, and undoubtedly there will be, for secondary education is the minimum requirement today for thousands of positions. But, secondary education is of wide range and of many types, and the pupil should be given that type best suited to his needs. But what is being done to advise both parent and student of the advantages and of the kinds of secondary education? A comprehensive campaign of selling secondary education would not only fill every seat in every schoolroom at present available, but would educate public opinion to the necessity of providing all further schools required. It would also direct the student to the right type of school and go a long way to prevent the misfits that occur so fre-

The A. T. A. Bureau of Education

TEACHERS' AIDS

Teachers in rural schools or in "one-man" high schools in towns and villages find themselves with more classes on their hands than they can really attend to properly—the school day is too short. **Result:** after-school sessions and over-work. Our Teachers' Aids Department can solve this problem. Many other teachers will be glad to avail themselves of the guidance of experts while the curriculum is new, and its subject-matter more or less unfamiliar.

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History I.
English Literature I.
English Composition I.

FOR GRADE X.

Algebra
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English Literature
English Composition
English Grammar
Canadian History and Civics

Geography
Physics
Biology (Botany and Zoology)
Art
Latin
French

FOR GRADE XI. AND MATRICULATION

English Literature
Composition and Rhetoric
Algebra
Geometry
Business Arithmetic
History (General and Constitutional)

Chemistry
Agriculture
Physics
Latin
French

FOR GRADE XII.

English Literature
Composition and Rhetoric
History of English Literature
History (Modern and English Constitutional)
Algebra
Geometry

Trigonometry
Chemistry
Physics
Latin
French

quently at present. It is encouraging to know that something is to be done in Toronto in this direction, and a beginning of a publicity campaign may lead to comprehensive measures.—*Toronto Globe*.

SOME QUESTIONS FOR MR. McDOUGALL

Sir:—Relative to the Lippmann-McDougall controversy, may I ask a question? It is suggested by Mr. McDougall's statement in his postscript (*New Republic* of June 27th, page 126) regarding Miss Arlett's conclusion that "at ages five and six Negroes are superior to whites of the same social status," whereas "at all ages beyond six, Negroes are inferior to whites and this inferiority increases with increasing age." That statement impresses Mr. McDougall as (to quote him) "striking evidence in support of the view that the function (or functions) which determines success under the 'intelligence tests' is in the main hereditary." Mr. McDougall's reasons for this conclusion do not explain the point I should like to have cleared up. To be specific, I will put my question in this form: If Negro children are superior to white children up to the fifth or sixth year, a period during which heredity would seem to the unscientific to be the more, and environment the less, influential factor, by what process of reasoning, or from what acquisition of scientific data, is it to be inferred that their subsequent deterioration relatively is due mainly to heredity and not to environmental influences?

Either as part of my question, or supplementary to it, may I ask further if any weight, and if so how much, should be given to the fact that whereas up to the fifth or sixth year the Negro knows nothing of his supposed inferiority, he is thereafter made increasingly conscious of it by whites of every class?—Louis F. Post, Washington, D.C.

* * *

HEREDITY AMONG NEGROES

Sir:—Mr. Post asks me: "If Negro children are superior to white children up to the fifth or sixth year . . . by what process of reasoning, or from what acquisition of scientific data, is it to be inferred that their subsequent deterioration is due mainly to heredity and not to environmental influences?" I reply, first, by admitting that my interpretation of the facts cannot be conclusively proved to be the true one. The same admission has to be made in respect of a multitude of peculiarities which biologists commonly attribute to heredity. Thus the bodily growth of girls is more rapid than that of boys about the age of fourteen years, and this in the light of all relevant facts is commonly attributed to heredity. But if anyone should choose to assert that it is due to the practice of wearing skirts or letting the hair grow long it would be difficult to force him to change his opinion. Probably the only effective prescription would be that he should spend ten or twelve years in making himself a biologist. Still it is true that Mr. Post asks a fair question in good faith and I must try to make a brief reply though I cannot hope that it will carry much weight with him. The fact that Negro children show themselves superior to white children (in respect to certain tests) up to the age of five or six years points strongly to heredity as the determining factor of this superiority; for I suppose it will not be claimed that up to this age the environment of the Negroes is superior to that of the whites. In fact the contrary would, I suppose, be generally admitted as highly probable, namely that up to school age the environment of the whites is better than that of the Negroes.

Yet shortly after the environmental influences promoting mental development have been made more nearly equal by the entrance of the children of both groups into the schools, the status of the Negro children steadily declines relatively to that of the white children. That is to say, the status of the Negroes declines relatively (in the particular respect in question) in spite of relative improvement of their environment. I must admit that Mr. Post alleges the environmental factor which may possibly account for the change, namely that the Negro, from his fifth or sixth year, is made increasingly conscious of his supposed inferiority. I believe that this may be an important adverse influence on some, perhaps many, young Negroes of intellectual ambitions. But it seems to me highly improbable that it can account for the relative falling off of the mass of young Negro children. I cannot attempt in a few lines to justify that opinion. I can only claim for it a certain weight; just as Mr. Post might claim, as against a layman, a certain weight for his opinion on legal or economic questions in virtue of the fact that he has spent his life making himself an expert in those fields.—W. McDougall, Harvard College.

* * *

THE SUPERIORITY DOCTRINE

Sir:—In a late issue Professor McDougall construes the "superiority doctrine" to mean "that the upper social strata, as compared with the lower, contain a larger proportion of persons of superior natural endowments." In another place he refers to the effect of the social ladder as having concentrated the talent of the nation upon the upper levels, leaving the lower levels depleted of this talent. Apparently the two ideas are thought of as complementary, whereas the one may be true and the other false. Obviously much depends upon the size of the strata under comparison, for a marked disproportion of superior ability in a small fraction of the population may well co-exist with a preponderance of it in the larger part figured in absolute numbers. Since the object of our solicitude is not social strata but the nation's supply of ability, the distinction is worth a moment's attention.

Just what do the proponents of the superiority doctrine envisage when they refer to the upper strata? Are they not, presumably, the well-to-do? Suppose we set an income of over \$5,000 in 1918 as the line of cleavage between the upper and lower social levels. Let us be quite generous with the upper group and credit with army test intelligence equivalent to that of a representative contingent of medical men in the service during the war, a group that is believed to be typical of the profession at large in this country. For argument's sake we will suppose that the army examinations were tests of endowments, as upholders of the superiority doctrine have asserted, although the facts seem to favor the contrary notion. The per cent. of A grade men in the medical group was 27. Let us be correspondingly conservative with the lower strata and credit them with no more than the average of the white draft, which was for A grade men 4.1 per cent. This will not be unfair, for an insignificant fraction of the draft is destined to receive an income of \$5,000 or its equivalent.

According to the National Bureau of Economic Research, there were in 1918 income receivers of over \$5,000 to the number of 842,458. These constitute our upper strata by definition. The balance of income receivers, after deduction, the whole number of Negroes gainfully employed (13.6 per cent in 1910) approximately is 31,000,000. These make up our lower

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strata. Multiplying the totals by the per cent. distributions for the A Grade, we have the following result: Of all A grade members of the working population there are located in the upper strata 15 per cent.; in the lower strata, 85 per cent.

But perhaps the line of demarcation has been set too high. Let us fix it at \$3,000 in 1918, again assigning all Negroes to the lower group and deducting them. Then the result reads: Of all A grade members of the working population there are located in the upper strata 33 per cent.; in the lower strata 66 per cent. The dividing line between the two levels may yet be lowered to the \$2,000 mark without—in fairness to the probabilities—crediting the upper group with the greater share of the nation's superior ability measured in terms of the army test intelligence. The figures may be juggled in any reasonable way and still leave unaltered the fundamental fact that the principal repository of better ability consists of the lower social levels as these are ordinarily conceived by the members of the well-to-do classes. Believers in a monopoly of talent on the part of the upper social strata so-called will have to look otherwise than to the army data for support of their doctrine.

Under the circumstances, would it not be fitting to direct some part of the solicitude that has been spent upon the upper social strata as the principal carriers of the nation's fund of talent towards the real source of supply? A still more reasonable alternative would doubtless be to set aside the overcrowded army data as quite irrelevant to the issue and to confess ignorance in the absence of sufficient fact.—Percy E. Davidson, Stanford University.

* * *

One by one the occupational caste-barriers are falling. They began to crack a quarter of a century ago when it came to be generally known that in many of the manufacturing industries promotion to the highest executive positions sought out the manual rather than the clerical personnel. Schwab and Corey in the steel industry afforded examples big enough for anyone to see. Next we had an epidemic of school teachers, preachers, doctors, transformed into house painters, carpenters, blacksmiths. The barrier between the white collar and the overalls still held firm, however, in the commercial cities. That, too, is yielding now. Twelve dollars a day in the building trades makes even the soft palms of the silk counter clerk itch intolerably. Among the apprentices now being taken on by the bricklayers are a great many "white collar boys." One is justified in looking forward to a healthier and happier generation which has wholly discarded the mediaeval notion that there is something servile in manual labor.

* * *

World amity, if it is ever achieved at all, will be the most "artificial" and difficult experiment in the history of mankind. There can be no hope of attaining it, certainly, until the public opinion of the chief nations has been aroused so that the average man feels a passionate resentment at being ordered to go and die because of some politician's incompetence—a type of resentment now felt by only a few tender-minded people. To achieve this will require a campaign of education so enormous, so long continued and expensive that the stoutest heart may well quail at the prospect. This huge task will require the co-operation of every element in the community which hates war and believes a better way must be found. Liberalism has,

and can have, no more important task than the effort to bring into harmony the groups which are hampering their own efforts by stubborn insistence on one particular road to salvation, in the vain expectation that the cause of peace may be advanced by war among its friends.—*The New Republic*.

THE NORDIC SUPREMACY

Sir: Professor Kellogg insists on dragging Mendelian heredity and the experiments of plant and animal breeders into a realm that transcends the biological level. There are two kinds of variations in the structure of the human races. There are the definite physical variations which separate the great races of the world (as for instance the Caucasian and the Negro)—variations ascribable to the spontaneous action of natural forces and not to be overcome by artificial means. But even such differences do not destroy the specific biological unity of the human kind as is shown by the fact that cross-bred races do not lose their fecundity.

The second class of variations are those that distinguish sub-races. The study of sub-racial differences belongs, properly speaking, to ethnology rather than anthropology. They are accidental variations brought about by the grouping of men in distinct societies. Whatever their ultimate nature may be, the fact remains that these characters can be grasped chiefly through their vague psychological manifestations. That they are to some extent hereditary is more than probable, but their heredity is evidently dependent upon the maintenance of the group environment. The distinction between Nordics and Alpines—if the distinction must be made—belongs to this category.

Moreover there is no justification for regarding psychological "behavior patterns" as subject to Mendel's law. We have not been able to isolate the physiological factor that is behind the psychological manifestation because it is so inextricably bound up with the environment. Nor can we regard the psychological manifestation as a precise mechanical unit—as our friends the behaviorists invite us to do—for just about the same reason that medical therapeutics is incapable of the technical precision of surgery. One of the lessons to be drawn from the breakdown of the psychology of instinct is that students must not attempt a false exactness. Even Professor McDougall's long list of instincts is doubtless plausible on condition that we regard the terms as overlapping literary expressions for a reality too complex to be analyzed by mechanical methods.

Ethnological differences can be studied much better by the historian of civilizations using a literary-psychological method than by the experimental biologist installed in a laboratory. And to pass from the realm of theoretical fact to political practice certainly requires a much broader philosophical judgment than the professional biologist (qua biologist) is usually able to muster. The terrific absurdity of this Nordic propaganda is best realized when we contrast the chilly reception we have given to the experimentation in social reform carried on in Russia (an experimentation based on generalizations from economics, the most thoroughly explored of the social sciences) with the mystical enthusiasm with which we undertake to build an eugenic Tower of Babel. Lenin shines by moderation.

BENJAMIN GINZBURG.
New York.
—*The New Republic*.

The Future of School Films

The exhibition of "educational" cinematograph films arranged for the benefit of the delegates to the Imperial Education Conference was of interest as indicating the lines on which this question is being studied. Lord Gorell, in his preliminary address, said that the demonstration was the result of a detailed inspection, by a special committee, of about two hundred and fifty films. As he explained, the result could not be considered an ideal collection of films for school purposes. Educational films were clearly still in the earliest stages of their evolution. To many of those who attended the demonstration it certainly seemed that the educational film was not only unborn, but unconceived. If any expensive and cumbersome method of presenting ideas to children is to be justified, it can surely only be on the ground that it makes a subject or a process more clear than could be done by any other means. There can be, for instance, no justification for portraying static aspects of nature through a kinetic medium. A lantern-slide, taken by a good process of color-photography, gives a truer representation of a landscape than does a film, in which the view is inevitably obscured to some extent by the motion of the apparatus and the flashes upon the screen. It is not worth suffering these and other disadvantages attaching to the moving picture simply to obtain the effect in a landscape of moving water, or of occasional distant figures crossing the scene. In many so-called geographical films the only apparent movement is that of the camera itself being swung round or moved from place to place.

The "fake," as representing actual scenes, should be ruled out, as non-educational and misleading. We are not giving the child a true sense of man's place in nature if we arrange cataclysms to take place within a few yards of the operating camera. The moving diagram, produced by similar means, is in a different category. The best instructional diagrammatic films do illustrate and explain dynamic principles with a clearness which no other medium can approach. But the method is not legitimate in the case of diagrams of static objects, which a child could with more profit be set to copy, compare, and ponder over by himself. Time and consideration are bound to condemn the moving maps, in which contours are drawn as by magic with a running line. In all such work the practical effort involved is as valuable as the mere printing of the facts upon the retina. Before accepting in principle the diagrammatic geographical film, a school ought to work out its cost in good atlases giving the same information and a great deal more.

In a more apparently promising class are the films showing scientific experiments. The main objection to these is that the substances experimented with are often indistinguishable. A magnet shown as picking up iron filings might just as well be picking up shredded wheat. In this and similar cases the cost of the simulacrum should be balanced against that of the reality. Every child is a natural experimenter, and magnets and iron filings are, or should be, in every school. Films of animal life are interesting if the camera can be got near enough without unduly narrowing its field. Unfortunately, the habits and manners of many of those creatures (reptiles, for instance) which least represent intrusion, may to a young child be ugly and ter-

rifying, especially when isolated and enormously magnified.

Perhaps the upshot of the recent demonstration is that we ought not to seek for any such thing as an *ad hoc* educational film. It does not seem as if there would be a great future before the film which copies blackboard methods of "chalk and talk," or saves children the trouble of work which they would like to do for themselves. The films at present shown as educational are infected with lessonishness; at all cost it seems, they must differ from the ordinary film. The writers of the newest and most encyclopedic work on "Motion Pictures in Education" (New York: The Crowell Company; \$2.50) insist that "a clear distinction must be made between the true pedagogic films prepared from the teaching angle and informational films on the subject of travel, natural history, animal and plant life, and others fundamentally educational but prepared for entertainment. These informational films are undoubtedly of use in education as collateral material or even for direct instruction, but they have not the direct and effective teaching value possessed by that small but increasing group of pictures prepared as teaching media."

Here we have an old, deep-rooted conviction of the teacher that will be hard to root out. The "teaching angle" is a dark corner of creation. Education from this point of view, must be not only conscious but self-conscious. The child must not only be taught but be aware that he is being taught. To gain this end the matter presented to him must be isolated and systematized: it must, in short, be made a little dull. But if any obvious mission lies before the school cinematograph it is surely that of bringing some breath of the great world of men, work and traffic—the daily workaday life of the globe—within the narrow school confines. For such a purpose—the purpose of lectures as contrasted with lessons—innumerable films already exist: all those, in fact, which have illustrated the events of the day since the cinematograph was invented; scenes of human life and work, views of great events and great personalities the pageantry of history. In such films, and in those marvellously staged romances which visualize, make vivid and near the life of former centuries, the future of the cinematograph as a factor in a liberal education would seem to lie.

—London Times Educational Supplement.

The National Union of Teachers

E. BRISTOW

The history of the National Union of Teachers is a history of success—a history of steady development, of gains for the teacher and the child, of numerical and financial improvement.

The Union was founded in 1870 after much strenuous and earnest work on the part of a few teachers. The membership is now 115,500.

EVILS WHICH THE UNION WAS FORMED TO COMBAT

1. Among these was the system of payment by results which appeared to be just but was really an unmitigated delusion. The Union opposed it step by step and in 1900 had it eliminated from the code.

2. Another great achievement is the vast improvement effected in pensions. A Thank Offering Fund has been inaugurated by the Union by which those teachers of the "Old Guard" not included in the

Superannuation Acts are helped financially.

3. Then there is the Teachers' Register, representing all classes of teachers.

4. Class distinction as regards teachers and children of public and high schools has always been apparent. But this, thanks to the Union, is fast disappearing. This distinction was clearly seen in the appointments to the Whitehall Inspectorates. In 1910 it was announced that future vacancies in the inspectorate were to be filled by the appointment of "assistant inspectors" and not to gifts in the hands of the government.

5. Much more could have been done had teachers been represented in parliament. The Union worked hard to gain admittance into parliament for the teachers. Since 1894 teachers have been represented in one or other of the political parties continuously. Sir James Yoxall, the General Secretary, has served during an unbroken period of 24 years.

6. Through the determined action of the Union the salaries and status of the teachers have been vastly improved. Teachers now hold prominent civic positions.

7. Gains for the welfare of the child have been numerous and valuable. Overpressure on younger scholars has been reduced, annual examinations abolished, school life extended, and the vicious half-time system eradicated.

The Union has its own organ in the press, "The Schoolmaster," and in addition the "Teachers' Aid."

In connection with the Union there is the Teachers' Provident Society and the Benevolent and Orphan Fund. The former provides facilities in the way of annuities, endowments, methods of saving, etc., while the Benevolent and Orphan Fund sustains teachers in distress, the widows and orphans of teachers, and quietly carries on a great and beneficent work.

Fees—National Union of Teachers. Admission fee, \$1.25; annual subscription, \$10.50. London teachers have also to join the London Teachers' Association. London Teachers' Association, \$2.50; Benevolent and Orphan Fund, \$2.50; Teachers' Provident Society, \$7.75.

Finally, whilst studying the growth, work and success of this great Union, one cannot help realizing the truth of the old sayings: "United we stand; divided we fall," and "Union Is Strength."

Items From Overseas

M. J. G.

AN APPEAL TO TEACHERS

The following invitation to teachers appeared lately in *The Scottish Educational Journal*, the organ of the Educational Institute of Scotland:

"We recently invited teachers to send us for publication notes of their experiences in teaching research, however trivial the records might seem to themselves. We beg to remind teachers also that we welcome at all times literary and critical contributions, whether prose or poetry, on purely professional or more general subjects. *The Journal* aspires to be the organ not merely for expressing current views on educational politics but also for publishing original compositions of a literary kind by teachers in Scotland. We hope, therefore, that teachers everywhere will note and take advantage of this invitation. Our profession lives not by bread alone, and it is the desire of *The Journal* to

do everything possible to encourage and foster the higher culture among Scottish teachers."

(Does this not also apply to teachers in Alberta with regard to the *A. T. A. Magazine*?)

RETURNING SANITY

Commenting on the state of education, *The Journal* of August 17th, says: "The country is gradually waking up to the fact that parsimony in education can easily be reckless extravagance, and that insufficient expenditure on buildings and equipment, the employment of untrained and insufficient teachers, the curtailment of facilities for higher education, and the postponement of necessary reforms, are costly luxuries that the country cannot afford."

REGULATING TEACHING SUPPLY IN ENGLAND

The Board of Education has just issued a circular that indicates that a practical step has at last been taken in the direction of setting up machinery for regulating the supply of teachers and the entrance of students into training colleges, and so preventing that spasmodic alteration of scarcity and superabundance which has been so characteristic of the management of this admittedly difficult problem by boards of education.

A Departmental Committee has been appointed, with Lord Burnham as chairman, composed of members and chief officers of local education authorities, representative teachers and officials representing the Treasury and the Board of Education.

The committee is empowered "to review the arrangements for the training of teachers for public elementary schools, and to consider what changes, if any, are desirable in order that a supply of well-qualified teachers adjustable to the demands of the schools may be secured, with due regard to the economy of public funds, and to the attractions now offered to young persons by the teaching profession in comparison with other professions and careers."

A NOVEL IDEA

A novel idea is to be put into force in November at Gillingham, Kent, England, in the holding of an "Education Week." The object of the scheme is to show the ratepayers in a practical way how public money is being spent for educational purposes, to encourage a spirit of "esprit de corps," and to give the teachers an opportunity of showing the varied nature of their duties, and of demonstrating the skill and patience required all through the years of a child's school life to fit it to commence the career in the outside world.

One of the principles on which the scheme is being organized is the avoidance of any mere show work, or any idea of competition between schools or individuals. The exhibition will be of a comprehensive character, embracing every subject taught in the elementary schools. Two entertainments will be given per day, one in the afternoon and the other in the evening.

Teacher: "Thomas, will you tell me what a conjunction is, and compose a sentence containing one."

Thomas: "A conjunction is a word connecting anything such as the horse is hitched to the fence by his halter. Halter is a conjunction because it connects the horse and the fence."

Editorial

SALE BY AUCTION AND TEACHER SUPPLY

We are informed by the Minister that over 120 schools were reported "closed because no teacher is available" on October 1st.

A few months ago an article appeared in the A.T.A. Magazine, forecasting a shortage of qualified teachers in the near future. It urged teachers to refrain from stampeding for positions at disgracefully low salaries. It pointed out that the temporary oversupply of qualified teachers resulting from the "unloading" of the Normal School students during mid-term need not be taken too seriously, in view of the usual exodus of teachers at midsummer. But the worst of it all is the teachers generally were fearful and believed that to make sure of a school in the fall they must sell themselves "cheaply." And this in spite of the fact that Normal School graduates, with few exceptions, "played the game."

So, here we are again—the best teachers engaged at lowered salaries, and the "left-overs" in a position to take advantage of school boards in urgent need of teachers.

"Told you so" is a very irritating phrase, but—Well, what is the use of talking now that the damage is done. But we may be pardoned for suggesting that a little more mutual confidence, a little more team work, would have prevented much that has happened.

If the lowered average salary were due to economic conditions in the Province, less might be said of the injustice of it all, but we are prone to believe that the lowered average was due almost entirely to a temporary and fictitious over-supply of qualified teachers. And the wonder is that the "drop" was not greater. However, it has been sufficiently serious to account for the withdrawal from the profession—from Alberta at least—of many of our best who, otherwise, would be occupying some of the 120 vacant rooms.

A re-arrangement of the times of opening and closing of Normal Schools is more than ever urgently necessary. Why "unload" hundreds of qualified teachers at the end of April, during mid-term! Surely the end of the school year, June 30, is the logical time for closing the Normal Schools.

In spite of rumors to the contrary, only six permits were in operation in Alberta on October 1. This is officially announced by the Minister of Education. Only six! That being so, the Department of Education is to be heartily congratulated. But why not follow the matter to its logical conclusion and shut down more tightly the "lid" on all other types of unquali-

fied teachers—third-class and provisionally certified teachers for instance? Is it not surely time that this class of people who, at their best, can only make a "shot" at teaching, are denied the privilege of experimenting on the poor school children?

Marginalia

The eastward "trek" of Alberta teachers still continues. The following excerpt from the *Calgary Albertan* seems to show that this matter is becoming serious:

STEALING CALGARY TEACHERS

Several communications from teachers regarding salaries and standing on the schedule were disposed of and one resignation was accepted, this being from F. C. Jennings, who is going to London, Ont., at a greatly increased salary.

Clifford Jones suggested that a letter be sent to the Ontario School Board informing it that the Calgary School Board think the action of the Ontario board in "stealing one of Calgary's teachers is unethical and discourteous."

* * *

We have added to our list of exchanges the *Canadian School Board Journal*. This is the official organ of the new Dominion-wide organization of school trustees known officially as the *Canadian School Trustees' and Ratepayers' Association*. The *Journal* is published at Port Perry, Ontario, under the editorship of Mr. W. M. Morris, 1214 Lansdowne Ave., Toronto.

* * *

PARLIAMENTARY PROCEDURE

Mr. J. W. D. Turner, Sergeant-at-Arms for the Legislative Assembly of Alberta, has published a very interesting booklet on "Formalities Maintained in British Parliament," which is worth a careful reading by all our teachers of History and Civics. A prefatory note informs us that "the publication of this booklet is the result of much interest shown in the subject of the title of it, and over a number of years now, by Teachers and Pupils, as well as many Parents of those Pupils, when visiting the Parliament Buildings at Edmonton."

These booklets may be had of the author, J. W. D. Turner, 9922 111th St., Edmonton. The price is twenty-five cents.

* * *

The Ontario Secondary School Teachers' Federation is one of the strongest and most solidly organized body of teachers in Canada today. On the membership certificates issued by this organization the following "Obligation" is endorsed, to which, in a great measure, the strength of the O.S.S.T.F. is due:

OBLIGATION

I hereby declare that I will comply with the rules and regulations of the Ontario Secondary School Teachers' Federation and will support its policy.

I will not discuss the business of the Federation with any non-member, unless duly authorized so to do.

I will not accept employment with any school board not in good standing with the Federation.

I will observe due professional etiquette, and always uphold the honor and efficiency of my profession.

THE JOB OF BEING PRESIDENT

President Charles B. Stillman, for the past seven years President of the American Federation of Teachers, has retired from that office, and is succeeded by Miss Florence Rood, of St. Paul. Commenting on Mr. Stillman's work for American teachers, the *A.F. of T.*

Bulletin remarks: "The job of President was not one which Mr. Stillman approached each morning at nine o'clock, and on which he locked the door at four o'clock and hurried home. Few persons have tasted the thrill of work, incessant and continuous work, which leads one on ever faster and further; when hours of the day and days of the week run swiftly together, when dawdling becomes a crime as tension grows more acute. Few have experienced it; but I have seen Stillman go through it, the hours of sleep punctuated by the typewriter and the midnight conference; the home life, of which he had been so fond, yielding month after month to Pullmans and hotels; the smoothness of academic life replaced by the string of public addresses before educational, civic and commercial bodies; by appearances before public officials in behalf of teach-

ers unfairly treated; and by attendance at conferences of nation-wide importance to uphold the interests of teachers."

This is the pace that kills in order that an organization may live, but Mr. Stillman has, we trust, his ward.

* * *

Teachers who are interested in the development of Technical and Vocational Education in Canada should ask for copies of the periodical entitled *Vocational Education* and also the *Third Annual Report* of the Technical Education Branch of the Department of Labor. These may be had post-free upon application to "The Technical Education Branch," Department of Labor, Ottawa.



Social Implications of Education

By J. G. NIDDRIE, M.A., B. Paed., Classical Master of School, Edmonton



"A world-wide development of educational thought is taking place at the present time. We are in the opening stages of the movement. Its details are not yet worked out in any country, but it promises to be one of the most important in the whole history of education." The great world war is largely responsible for it. It has led to heart searching attempts to determine the possibility of a system of education that will focus on the social, political, and economic life of the people of the world. We have learned by bitter experience since 1914 the insecurity of the foundations upon which our civilization rests, and the need of rearing a race better equipped mentally and spiritually than the present, with, above all else, a higher social intelligence and social character, and a truer understanding of men's and nations' dealings with one another, and the conditions that underlie the peaceful evolutions of nations. For to be an evolution of a nation there must first be an evolution of the individual, and this can only be accomplished by a searching in a broad-minded and constructive way, mind you, for possibilities of improvement in our present national systems.

I feel that I am on safe ground when I say that there is no aspect of educational systems today that is under greater scrutiny of examination than the social. Teachers have got to learn to think in broader social units, and interpret present-day conditions in terms of community and group consciousness. It is here, surely, that the teaching profession must be alert to the situation more than ever before. For public opinion will never accord professional status to any calling that does not by its own workers produce systematically new discoveries that may lead to further progress. Teachers must vitalize methods, and so get away from the monotonous routine. By scientific investigation and experimentation they must make their systems of teaching harmonize with the laws of psychological development.

The rigid system embodied in the course of study for both public and high school, of course, does not encourage psychological development. The system is bound to remain to a great extent static as a result of its lock-step character. But, in all fairness to the present system of uniform courses of study, we are bound to admit that to allow every school the privilege of working out its course of study, as is the case of the

great public schools in England, would be almost sure to prove a disappointment. The reason for this is that there is without doubt throughout Alberta an extraordinary diversity of character and kinds of teaching. Many teachers are teaching temporarily, and intend to quit the profession sooner or later. There are teachers from different countries,—from the United States, England, Ireland, Australia, etc. We can, therefore, ill afford to dispense with a uniform course of study until our teaching profession in Canada becomes far more nationalized and professionalized.

However, it must be remembered that the teachers are the most numerous and the most influential body of social servants—a good reason why there should be a high professional status, and first-rate qualifications. The life of the community flows through the schools, and the teachers should not only be trainers of the children but should to a great extent mould the public mind on matters of education. In case of the latter, the task will, for a long time to come at least, be discouraging in outlook. But the public has, at any rate, got to learn that the teaching body represents a great public asset. Teachers, as a profession, never have received marks of distinction for outstanding service. This may be due to the fact that the teacher's influence is silent and prolonged; and while his efforts may do much to mould character that may become distinguished for noble and heroic deeds of action, such efforts never stand out in relief.

Teachers must be the explorers of new fields of education that will best meet the needs of the community. From time immemorial there have been great educational reformers who have perhaps brought us gradually nearer the "summum bonum" of education. There are reformers today, and there is need for them. There always will be, for I take it that the need for educational reform is a sure proof of human progress. And if the time ever comes—and I trust it never will—when further investigation for reform appears unnecessary, then, and then indeed, will the human race cease to progress. Future civilization must become more and more rational, self-motivated, and definitely willed. Can man by any means whatsoever now at his disposal do anything towards producing a new type of civilization marked by justice, brotherhood, and service? I believe we can. It ought to be possible to build up a civilization in which the virtues of intelli-

gent self-discipline, courage, moral vigor, and community sense would predominate. It is unnecessary to appeal to supra-rational sanctions of powers; society is a tremendous storage battery of energies equal to the task if it once gets a clear vision of its own ends. How now can we direct these great sources of energy to achieve the best results? In the first place we can direct our educational policies into broader social channels. We must examine closely our educational practices, and offer suggestions of a constructive calibre. Far too much criticism is destructive and harmful. Education that is not universal may result in fixing upon a social group a system of classes and castes that is positively retarding, as well as annoying and burdensome.

A society with wide gaps between the intelligence of its several ranks may be much worse off than one whose general level of intelligence is much lower but in which intelligence is general. The distribution of knowledge underlies all social reform. Why? Because the existence of great gaps between the ignorant and the more intelligent means that the social machine must be geared to the capacity of the less intelligent; consequently a loss of power. Cleavages between class and class mean a waste of energy. A well-balanced system of education with broad social ends in view is the great problem. English public schools have been criticized as caste factories under the control of aristocrats and clergymen; German schools for their military slant; French schools for their socialistic tendencies, because the central authorities are inclined to affiliate with the radical parties; American schools as feminized because of the overwhelming majority of women teachers; private schools for bad methods, or perhaps that they magnify incidentals of education. Even vocational schools are criticized as supplying to the manufacturer a cheap supply of apprentices. What about the best means of social improvement then? The answer appears to be, social education. Social education offers the tools by which an articulate social philosophy may express itself in the conquest of a rational future for humanity.

Having used the term "social education" in a loose way, it is now necessary to define it more clearly. In a word, "social education aims to create social solidarity by means of a social type marked by service rather than by exploitation. But there are many problems that prevent a workable program of such a possibility. Indeed, we are a long day's journey from the full knowledge of how to use the proceeds of human achievement in a workable program of social education. Man must be taught his real social nature through psychology and sociology; and this is possible only through out educational program.

But there is the problem of the "undigested" immigrant. We must set into motion educational small part of the nation's illiteracy and distress proceeds from this source. Our wasteful industrial system with its reckless unconcern for either natural or human machinery that will assimilate the foreign-born. No resource is the biggest item of reproach against Canadian education. Losses through the destruction of timber, coal, farm lands, birds, game, unemployment, under-employment, disease and accidents, child labor, haphazard vocations, and all the rest of a depressing list of items make up a bill of wastage fifty times the cost of an adequate national system of education. We say that we are living in a democracy, but remember that a democracy is hypocrisy unless it is educated. The popular vision must be widened.

What now can be done to improve this widespread community ill-health?

Well, the school plants are attempting to set its motion in the right direction, along the lines of extension courses, evening classes in mining districts, playgrounds on the school property, technical schools, libraries, social organizations, and education for physical health. To draft a bill of rights for social education, one need only take these hints and develop them. In social education the business of the school is to uncover vocational aptitude, to confer industrial skill, to evoke a dynamic intelligence, to breed "divine discontent," and to breathe the spirit of creative art into industry.

Again, social education does not mean Protestant education, or Catholic, or Jewish. But it means tolerance for these and more, so long as they serve the common purpose of improvement. It does not mean exiling God from the world; it holds no right of domain over religious beliefs or opinion; the most and the least it can give is the sacred duty of cultivating in every child the ability to test and revise his own conscience.

Other important factors are harmonious co-operation between home and school. The more parents the teacher meets the more efficient will his efforts in the class-room be. The average parent will respond to the teacher's co-operation. The parent-teachers' associations contribute greatly to this end. But I wonder if a greater degree of co-operation could not be made possible by a more cordial and wholehearted invitation to parents to visit the school that their children attend. I am of the firm belief that our educational system will become vastly more efficient when the parents become more deeply interested in the schools. When co-operation is invited in this way, the average citizen will come to realize that the school is really his personal property, and the teachers a real public asset.

Finally, it takes leaders to train leaders, the schools must attract the best men and women. To do this, schools must become—if they are not already—social groups where the open, liberal, critical mind can flourish and breed its own kind. Educational work has too long suffered from the mediaeval concept of education as charity, and of teachers as celibate clerics living off doles from the benevolent. Fourth-rate men are good enough to pass on superstition, tradition, and colorless orthodoxy. But let education become dynamic, let it thrill with the vision of becoming the chariot horses and chariots in which society shall urge itself forward to a better day, and men and women of the first rank rise to prominence and consecrate themselves to making the vision fully realized. Such teachers must be students of sociology. They must study their neighborhood, they must study the child. They must study the possibilities of the personal self. They must have vision, for without it school efficiency, child study, and all the rest of it are clattering machinery grinding chaff.

Absent-minded school professor to zoology class: "I will now give a practical demonstration of the fundamental principles of anatomy, by exhibiting the inner working of a frog which I dissected this morning."

Taking a small neat package from his pocket he cut the twine, and folded the paper disclosing two ham sandwiches and a piece of cake.

"Most peculiar," stammered the bewildered professor. "I could swear I ate my lunch."—Deloraine High School News.

Third Annual Meeting of Canadian Teachers' Federation

Minutes of Third Annual Meeting at Canadian Teachers' Federation, Montreal, Quebec, August 7 to 11, 1923:

The meeting was called to order by the president, Mr. H. W. Huntly. The president then introduced the first speaker of the day, Sir Arthur Currie.

Sir Arthur Currie: "You have given me an honor which I value very highly and a privilege which I much appreciate, when you provided this opportunity to say, on behalf of the educational institutions of Montreal, a few words of welcome to Montreal. Mayor Martin has found it impossible to be here so, on behalf of everyone, I welcome you to Montreal.

"Montreal has become the Mecca for conventions, but the reason is not entirely because other regions are dry, but this city does provide a source of interest and inspiration from the historical point, and also as the commercial metropolis. Interesting because here the two races meet and blend; they have a better knowledge and understanding of each other. For the historical view take the Faculty Room of the Medical Building of McGill. To be sure, the one we now occupy is not very old, but the Faculty Room of the Medical Building of McGill is over one hundred years old. We were crowded out of the old Medical School built by the Faculty of Medicine.

"If there is anything which McGill has to help you, if there is anything else we can do to make you more comfortable, we will gladly do so.

"Members of Canadian Teachers' Federation, you must be teachers or interested in teaching work at least, and your work will be judged by what you have done with the boy or girl in your charge. What influence have you brought to bear upon him? What impression have you made? What have you done to enable him to sail his ship over the uncharted seas? Have you shown him how to be alone and yet not lonely? I think that a teacher's occupation is a joyous one, and yet it has almost its moments of depression, because as you stand there facing a class you know that before you are pupils starting out on the road, the treacherous road where the treacherous will o' the wisp still drifts. Will they win? If they are able to do so or not will largely depend on the influence that you surround them with.

"And so in curriculums and other factors that affect educational systems, let us always keep that thing in mind that education prepares the scholar for light and life, to be a good citizen and to earn an honest living.

"I can only repeat what I said at the start that Montreal welcomes you, and McGill in particular, and I hope your deliberations will do much good and that you will return to your homes at least having had a good time."

Chairman: "On behalf of the delegates I beg to thank you for the very encouraging remarks; we appreciate them the more realizing that you are in the profession. President Currie's experience is very wide. You people of the West will remember that President Currie is not only President of McGill but also a past resident of the West. I again thank you for the encouraging remarks you have addressed to us this morning."

The order of the morning's program being changed,

the following committees were appointed:

Credential Committee: Mr. R. E. Howe, for the East, and Mr. E. K. Marshall for the West. (Moved by Mr. Seaman, seconded by Mr. Reeve.)

At this stage a lively discussion took place regarding the rights and powers of visiting delegates. The chairman closed it by saying that resolution to be duly considered and placed before the meeting before the close of the convention.

The appointment of committees was then proceeded with.

Constitution Committee: Mr. W. N. Finlay, Saskatchewan; Mr. Harry Charlesworth, British Columbia; Mr. C. W. Laidlaw, Manitoba; Mr. H. C. Newland, Alberta; and Mr. H. R. H. Kenner, Ontario. (Moved by Mr. Laidlaw, seconded by Mr. Newland.)

Resolution Committee: Mr. G. J. Reeve, Manitoba; Mr. W. J. Bailey, Saskatchewan; Mr. G. A. Ferguson, British Columbia; Mr. J. D. Seaman, Prince Edward Island; and Mr. R. E. Howe, Quebec. (Moved by Dean Laird, seconded by Mr. Harry Charlesworth.)

Budget Committee: Mr. Sommerville, Alberta; Miss McKilligan, British Columbia; Dean Laird, Quebec; Mr. E. K. Marshall, Manitoba; Miss Arbuthnot, Ontario; Mr. Parker, Prince Edward Island; Miss McGregor, Saskatchewan; and Dr. Hardy, Ontario, as advisory.

These appointments were followed by the reading of the president's address. This address was accepted.

It was moved by Mr. Finlay and seconded by Mr. Laidlaw that the minutes be accepted.—Carried.

The secretary's report was then read. This was followed by the financial report.

The auditors' report was then read by Mr. Kerr.

Two years ago per capita of 50 cents should have been paid at Saskatoon convention; it was decided to forego the 50 cents and have \$150 from every organization and that wiped out the deficit. British Columbia, Alberta, Saskatchewan, Manitoba, and Ontario (the latter being divided into three organizations) made a total of \$750 was received for the fees for the year ending with the Saskatoon convention. The per capita of the present year is 50 cents per member and has brought in the following sum:

British Columbia	\$ 644.90
Saskatchewan	350.50
Alberta	860.00
Manitoba	787.00
Ontario—	
O. S. S. T. F.	598.00
F. W. T. A.	1,000.00
O. P. S. M. T. F.	62.00

The auditors' report, on motion by Mr. Kenner, together with the supplementary report following, was accepted. This was seconded by Mr. Bailey.—Carried.

Mr. Charlesworth: "Two years ago we met in Toronto and decided to pool expenses. At Saskatoon, instead of pooling our expenses we simply decided to forego the 50 cents per member and let every province off with \$150, equalling \$750, and here we were faced with payment of Saskatoon delegates last year and there arose a difference of opinion. The \$750 which was asked for was not intended to cover this but it would be paid out of the funds and the money that would come in during the year. Some were under the

impression that the Saskatoon money was to pay Montreal expenses and not Saskatoon. The \$750 was to pay all bills coming in from the different provinces for Saskatoon. Should we pay the Saskatoon convention from the funds of the C. T. F. or should they be paid by the provinces?

"Unfortunately we found this problem very much further complicated by the action taken during the year. British Columbia had paid the special assessment of \$150, the per capita tax, and her own expenses, and had no money returned from the C. T. F. for Saskatoon; in other words, we paid all the expenses and put in a claim with the C. T. F. and have not been paid. Alberta is in the same position. Saskatchewan have paid their \$150, per capita fee, and their expenses to Saskatoon, \$58.90, have been refunded before this question was brought up. Manitoba paid \$150 and has paid \$780 capitation fee which did not include 50 cents for every member, but asked for \$212 to be taken as they took the money for Saskatoon out of their capitation. Ontario Secondary School Teachers lined up with British Columbia and Manitoba. The men teachers paid capitation fee of \$62 and have been refunded \$160 for Saskatoon; the women teachers, \$145. Out of the Saskatoon convention (\$?) has been paid to four of the provinces and two provinces have not received their payment. There is still \$804.72 to be paid either, as suggested by the auditors' report, Those who have received the money must pay back, or those who have not received must be paid. No one province is anxious to do anything but the right and fair thing and this is simply the result of misunderstandings and not an attempt to get anything they are not entitled to. We must now understand and know what policy we should follow. We suggest that the \$824.70 be paid and is made a charge on the C. T. F. to be paid when funds are available, during the coming year."

A resolution along this line was handed to the Resolution Committee.

The meeting then adjourned.

Afternoon Session, August 7th

An Expense Committee was appointed consisting of the following delegates: Mr. Bailey, Mr. Harry Charlesworth, and Mr. Seaman.

The report from British Columbia was then given by Mr. Charlesworth.

Mr. Charlesworth: "I will try to give you the high spots of our work during the past year, in fact what we have done in British Columbia which might be of interest to the other provinces. We have taken every interest in the C. T. F. and have tried to do anything we can to help them. We regard the C. T. F. as a greater thing than our own British Columbia Federation, and if the C. T. F. does not grow and expand the British Columbia Federation cannot do what it has planned. I will give you one case of how we have advanced and of how helpful the C. T. F. is. Some legislation was necessary in British Columbia and we had to fight to try and get it through. Certain information was required and I was told that I had better take a year to collect the information and then bring the matter up again. I secured in twelve (12) hours the information which the legislature desired, with the result that my request was in order. This proves that the C. T. F. is a necessity.

"We must go home with a single purpose and more unity. We must include from the university down to the grade schools. In union is strength. Univers-

ity, Normal, High and Grade all together, they cannot work successfully separately. The whole teaching profession must keep together under subdivided headings.

"Last year was an excellent year for us; our membership was 1,600. The present year, which started with us on March 1st, to date we have 1,400 paid-up members with seven months still to go. Our ambition is to get 500 or 600 new members, making a total membership of 2,000.

"We have excellent co-operation from the Department of Education; in spite of our differences we co-operate in the best way possible. Our organization gets the teachers' views and we bring our points up at the educational committee meetings where the Department of Education have their information at hand and we sit down and arrive at a satisfactory solution.

"We sometimes have impossible teachers and we also sometimes have impossible trustees. We do have our differences with our trustees, but when we approach the provincial trustees we have co-operation.

"From the point of view of actual work we must get constructional work done in our organization. Along this line we took up the sick pay law. Legislation was necessary. When the matter was taken up objections were raised that schools were idle and they could not afford any more money than they were at present giving. I asked them to show me a single school that was empty, and I also asked them to come with me and I would show them miles of boulevards where money was being wasted with not a solitary inhabitant. To make a long story short, we were successful in getting this through unanimously. It is now compulsory on the school board to allow ten days on full pay.

"We have made an arrangement in our province, with trustees, whereby the teachers have a better chance of resigning twice a year, and teachers should be dismissed for cause.

"We have one board in British Columbia who take very little interest in education. They want to reduce all salaries by ten per cent. The teachers refused to accept any such decrease. The school board has legal advice and found that the only way was to dismiss all teachers and re-appoint them. The case came up in the Superior Court and the judge decided that the school board were right. We have got to work to make the teacher's tenure more secure."

Various questions were asked Mr. Charlesworth on the report covering accumulative pay, replacement of teachers through death, and the length of training required in British Columbia in comparison with other provinces. Mr. Charlesworth replied to the latter that this was one year. It was also enquired what policy was followed in a case where a teacher belonging to the organization one year neglected to pay the second and let it drop, and the third year wanted to renew? Under the present arrangement she would have to pay for the present year and \$1.00 extra; in future any teacher leaving the organization will have to pay the year's back dues.

Report from Alberta was given by Mr. Somerville.

Mr. Somerville: "When considering Alberta, one must take into consideration the poor crop of last year and that of the two preceding years. We must be allowed time for retrenchment. Many of our school boards owe teachers considerable salary. All branches have been reduced, especially in the city schools; half the inspectors have been relieved of their positions at the end of June.

"Easter week is not a statutory holiday in Alberta, but we are trying to get this through. We have also been trying to have a representative of the Alliance on the Examinations Board.

"With regard to contracts in the Province of Alberta, there has been a change within the last two months and we were not consulted at all and did not know until the contracts were sent out. The new feature for the school board is that it is necessary to give the teacher two days' notice of a meeting for dismissal. This does not help very much, but still it is something.

"In reference to organization, we have paid organizers canvassing the province. It is difficult to get rural recruits as a large percentage of them are married women who have merely returned to their occupation to tide over the economic situation and are not interested in the work.

"In Alberta the government give a loan to the student going to the Normal School, which is not quite fair. We have tried to have this condition remedied. The government have no more money, so there will be no more unqualified students going to the Normal School.

"The Department of Education are trying to work in the efficiency grading of teachers. The trouble is that they appear to want to find out the least efficient so that they do not have to pay them much salary; at any rate less than they would have to pay a really efficient teacher.

In the Province of Alberta we have to fight for everything we get. The trustees and our organization cannot see eye to eye. For one year we have had no joint meetings but we are looking forward to better times."

Mr. Newland followed this with a supplementary report. He dealt with the new A.T.A. Bureau of Education, and with the research courses in Edmonton offered by the University of Alberta, whose policy in this respect was the most progressive in Canada.

Mr. Newland said he was willing to express some sympathy with the farmers. It is unfortunate that the farmers have seen fit to curtail the amount of education, but they are in debt. However, the prospects look good for this year and this will mean much.

At this stage Mr. Parmelee, Deputy Minister of the Board of Education of the Province of Quebec was introduced to the delegates by the President, and on his request Mr. Parmelee briefly addressed the convention.

Mr. Parmelee pointed out the splendid co-operation between the teachers in Quebec and the Board of Education during the 32 years he had been interested. Mr. Parmelee pointed out how keenly interested he is in the question of education in all its branches and hoped that the C. T. F. would have a long life. "It is the sort of organization needed and no one can serve the best interests unless he has the larger vision. I thank you, Mr. President, for asking me to say a few words just now," Mr. Parmelee concluded.

The President thanked Mr. Parmelee in suitable language.

Dean Laird, in the absence of the third Quebec delegate, gave a short report for Quebec.

Dean Laird spoke of the magazine published in Quebec four times a year and which is sent in exchange to most other provinces.

"In Quebec for a number of years we have had what is probably the best pension fund there is; the teacher gets out in the first year more than he ever put in it. One teacher taught fifty years, from 1857 to 1907,

and is still drawing pension. He is hale and vigorous and comes to the teachers' convention annually," said Dean Laird.

Dean Laird also spoke with satisfaction of the teachers' tenure in Quebec. In fact the teachers in this province have no trouble whatever with the Department of Education. The teachers' wishes are brought right to the council.

University extension courses provided in Quebec were also noted.

"The fee of the organization used to be a very small fee covering the cost of the magazine, but we increased it and when we considered joining the C. T. F. we had to increase it again. Our rates are \$2.00 up to \$1,000, \$3.00 up to \$2,000, and \$5.00 over \$2,000.

"We joined the C. T. F. to make the teachers all over, together with the public, realize that being a teacher means a little more than a little girl let loose on a class for a year or two."

Dean Laird concluded by offering to give any information he could to anyone asking any question.

The Saskatchewan report was read by Mr. Bailey. The meeting then adjourned.

Morning Session, August 9th

The report from the Federation of Women Teachers' Association was read by Miss Arbuthnot.

The report from the Public School Men Teachers' Federation was read by Mr. Colling.

At this juncture the third Quebec delegate was introduced to the meeting. Miss Fraser, who was originally appointed, could not come, and Mrs. E. A. Irwin had taken her place. This delegate was welcomed by the President, who hoped that the proceedings had not gone too far for the new delegate to enjoy it.

Mr. Kenner reported for the Secondary School Teachers' Federation.

Mr. Kenner: "I bring greetings from the Secondary School Teachers' Federation of Ontario.

"I shall endeavor to tell you what we have been doing during the past year.

"As regards membership I asked the Secretary for a report on this and behold what I got—1,013 for 1920, 1,218 for 1921, 1,196 for 1922 and paid up to July 24th, 1923, 1,306, or 88 more than any preceding year.

"Activities. The first item I mention with a good deal of pleasure. Five of our members suffered loss in the Haileybury fire; we called upon our members and collected 1,100.00, which greatly helped the sufferers. Four years ago this would not have been possible."

Mr. Kenner took up the question of the Arnprior trouble, and laid the exact facts of the matter before the meeting. This situation is still pending the receipt, by the principal, of a suitable apology from the Board.

"About our aims and objectives. Our Federation was formed in December, 1919. I have been present at all the meetings of the Federation since its inception, and the stories I heard at that first meeting were very pathetic indeed. Some teachers had been drawing on their savings to make ends meet. So, for the first year or two, we aimed chiefly to increase the salary of our teachers and we have for four years—1919 to 1923—succeeded in doing the following: (Here Mr. Kenner read an extract.)

"During the past year we have not stressed the question of salary; our aim has been to get into the organization all that are not now in it. Our aim now is to make the Federation so attractive that the best men

will be attracted. There are three things necessary: first, they must have fair salary; second, they must have a chance to get to the top of their profession; and, third, they must receive decent treatment at the hands of the various Boards. We must get a form of contract that will be fair to the teacher, fair to the scholar and fair to the trustees.

"About the duties and privileges of Canadian teachers: We have heard a lot about our rights, salaries, contracts, etc. What shall we do in return? Some teachers look upon their profession as a means of livelihood and not as an opportunity to contribute to mankind. We must have scholarship; we must have the power to impart our knowledge, but we must be men and women of sterling character and high ideals. The ideal schoolmaster, leaving aside scholarship, laying aside teaching power, takes up the side of the man as a man. If you see a man who is quiet and modest, who is pious without hypocrisy, generous with his fellowman without self-interest, etc.—(Here Mr. Kenner gave an inspiring description of the ideal schoolmaster.)

"We must not look upon our profession as a means of livelihood but as an opportunity to render service to our fellows. What privileges we have as teachers. The training of minds, the moulding of characters of the boys and girls of this great Dominion—and I think the boys and girls of this Dominion compare very favorably with others—is an exalted privilege that we have to train up the boys and girls of such a nation as Canada. We may be pardoned if we are proud of our Dominion and we should not be ashamed to be proud. (Here Mr. Kenner again deviated into an exceedingly beautiful description of the natural beauty and resources of Canada and his last remark was "Let us get rid of our false estimates and set up high ideals".)

Mr. Reeves then read the report from Manitoba, and Mr. Laidlaw read a supplementary report.

Mr. Seaman reported from Prince Edward Island. The meeting then adjourned.

Afternoon Session, August 9th

Mr. W. M. Rixham, of the N. U. W. T., addressed the meeting and placed before us the conditions existing in England and the difficulties experienced by the Women Teachers. The great attention given to economy and its disastrous effect on both pupil and teacher.

The President expressed the delight of the delegates to have Mrs. Rixham with them and thanked her exceedingly for her address, which he said would be very helpful indeed.

Mr. Charlesworth reported on the world convention at San Francisco.

Mr. Charlesworth: "It would be impossible to give you an exact report on the world convention, but I will endeavor to give you the high lights of the world convention on education. The convention lasted two days. The world convention on education was by long odds the most important and will be more far-reaching in its results than any other throughout the world. From the N. E. A. alone there were 400 delegates. At the meetings there were 12,000 to 15,000 people each time. Some teachers may object to the term good-will and peace internationally, saying that it is getting away from education; this was not so; we were one special organization for one special purpose, and we were only interested in education for peace. School systems throughout the world have stressed the differences between the nations and not the similarities, making it easy to begin war but not to stop it; in fact they have

prepared the war. The convention certainly held a variety of representatives, including English, American, Chinese, Japanese, Mexican, South American and many other nations including France, Belgium, Germany, Sweden, Armenia, and Italy. The conference divided up into sections, each section discussing a different problem. The group of which I was chairman was discussing the advisability of an educational attaché as well as commercial attachés to the various governments. By vote, it was decided to ask all countries of the world to establish an educational attaché at the embassy. This will be a great help in getting information, instead of writing to one person, and your request for information being handed from department to department, you will get all information direct and so save untold time; in addition, when you get the information it will be in your own language.

"I had charge of the Committee for Educational Attachés; on it I had Dr. Kuo, of China, and delegates from Japan, Armenia, Mexico, Honduras, and the United States, and two interpreters, and I may say that the two interpreters were only used once and that was to translate a word from Mexican.

"A constitution was also drawn up for the world organization of education; the name is to be the World Federation of Educational Associations. A per capita tax of one cent per member was decided on, and no organization would be asked to pay more than \$1,000, no matter what its membership. No organization with less than 2,500 members can join. The officers were president, Dr. Thomas, of Augusta; two vice-presidents, Dr. Sainsbury for Europe, and Dr. Kuo for the East; and six directors, two from each of the three groups. For Europe, Pringle, of Scotland, and the representative from Greece; the East, representatives from India and Japan; the two Americas, Mr. Showalter of South America, and Mr. Charlesworth for North America. Two years from now there will be another conference held. Next year the world conference will meet in three groups, one in each division, to prepare plans for the general meeting two years from now. I am very anxious that the Canadian Teachers' Federation join."

The President thanked Mr. Charlesworth for the report on the world conference, which was very interesting.

Mr. Marr, of New Brunswick, then reported for that province.

Mr. Marr: "It is a great pleasure to me personally to be here, and I am very glad to be the representative of our province at the meeting. I trust that before another meeting comes New Brunswick will be part of this organization. I assure you that I shall do everything in my power to influence joining with the Canadian Teachers' Federation.

"Our Association was called into being largely because of the miserable salaries we were receiving, but they were not quite so bad as Prince Edward Island's. Since we began our Association we have practically doubled our salaries.

"We have a schedule which is rather strictly adhered to, passed in the Legislature. The Pension Act: after 35 years of service a pension runs from \$400 to \$800 according to the average salaries received during the last four years of the teaching period. We have a yearly contract in almost the same way as Quebec, though it is possible to sign a contract for one term, but that is only for the first term. If there is no notice at the end of that time then the contract goes on from year to year. Our relations with the Board of

Trustees are on the whole very pleasant."

Mr. Reeves, chairman of the Committee on Resolutions, proceeded to place the resolutions before the meeting.

Morning Session, August 10th

The resolutions were the subject of considerable discussion, and it was suggested by Dr. Hardy that Miss McKillican make the report of the Budget Committee, which would clear up several points under discussion. This was done.

Miss McKillican: "We spend \$1,000 for the Bulletin; we might reduce this if we altered our plans. We might also save on the convention next year, as follows:

Reduction of Bulletin by	\$ 500.00
Reduction of Convention expenses if we go to Toronto or Winnipeg in place of British Columbia	1,300.00
	<hr/>
	\$1,800.00
Estimated expense	\$9,075.00
Saving as above	1,800.00
	<hr/>
	\$7,275.00
Miscalculated on this convention	400.00
	<hr/>
	\$6,875.00
	<hr/>
Estimated fees	\$5,725.00
W. T. of Ontario per capita in full ...	700.00
Back Fees	800.00
	<hr/>
	\$7,225.00

And you can pay all your convention expenses as you promised last year in Saskatoon, and all this year's, even if you do not pay each single member."

There was considerable discussion as to exactly what expenses should be paid and finally a motion was made by Mr. Charlesworth, and seconded by Mr. Newland, that "Travelling expenses of delegates be paid immediately and hotel expenses be paid from the funds of the C. T. F. at a later date according to the resolution at Saskatoon."

Mr. Newland then brought up the question of expenses for last year. In this regard it was pointed out that the resolution and amendment of last year at Saskatoon were worded as follows: "That the expenses be paid from the treasury of the Canadian Teachers' Federation, such to include all travelling and hotel expenses," and this still held.

The next resolution was that the fifty cent fee be continued. This was moved by Mr. Reeves and seconded by Mr. Ferguson.—Carried.

The place of next convention was then discussed, and invitations from British Columbia, Prince Edward Island, and Toronto, were placed before the meeting. It was moved by Mr. Howe, seconded by Mr. Marshall that the convention meet next year at Victoria, B.C.

The next resolution was, "That the C. T. F. apply for membership to the World Convention of Education. This was moved by Mr. Reeves, seconded by Mr. Charlesworth.—Tabled.

The meeting then adjourned.

Afternoon Session, August 10th

It was moved by Mr. Ferguson, seconded by Mr. Laidlaw, "That the incoming executive appoint a committee to look into the matter of a uniform version of 'O Canada,' and report at the next conference."—Carried.

It was moved by Mr. Ferguson, seconded by Mr.

Howe "That a committee be appointed to look into the possibility of establishing a Dominion Educational Journal and report here next year."—Carried.

Mrs. Colby, of the N. E. A., then addressed the meeting.

"I would like to take this opportunity of thanking Mrs. Colby for the very explicit way in which she has told us of the aims and objects of her Association, and the fraternal interchange of ideas and international brotherhood strongly established. I would like to move that we express our appreciation to Mrs. Colby for her address this afternoon."

The President: "It affords me great pleasure to be able to extend to you a hearty vote of thanks for your address. I hope you will carry back to your Association our kind remembrances."

Mrs. Colby: "I thank you. I most certainly shall."

The constitution, which had been begun, was then continued.

Article 5 (a) Unanimous. (b) The members of the annual meeting shall be the president, the secretary-treasurer and three delegates from each province. (c) Unanimous. (d) Unanimous. (e) Unanimous. (f) That additional delegates may, at the courtesy of the chair, be allowed the privilege of debate.

Article 6. Carried.

Article 7. Carried.

Article 8. (a) That the executive committee shall be composed of the president, the immediate past president, the secretary-treasurer, and the vice-president. (b) Those provinces not represented by the officers should each elect one member to be added to the executive. This was moved by Mr. Charlesworth, and seconded by Mr. Howe.

Articles 9, 10, 11, 12, 13 and 14 carried unanimously.

Moved by Mr. Charlesworth, seconded by Dean Laird "That we leave the matter of affiliating with the World Conference to the incoming executive." Mr. Laidlaw made an amendment, which was seconded by Mr. Ferguson, "That we affiliate immediately with the World Conference."—Carried unanimously.

Election of officers was then given attention.

President, Mr. Newland, nominated by Mr. Charlesworth.—Carried unanimously.

Vice-president, Dean Laird, nominated by Mr. Bailey; Dr. Hardy, nominated by Mr. Laidlaw. Dr. Hardy was returned by ballot.

Secretary-Treasurer, Mr. Charlesworth, nominated by Mr. Finlay; Mr. Reeves, nominated by Mr. Kenner. When nominations were closed Mr. Reeves announced that he was not eligible on account of Mr. Huntley, now immediate Past President, being from his province. Mr. Charlesworth was therefore alone in the field.—Carried unanimously.

A vote of thanks was passed by Mr. Newland to the retiring officers.

Mr. Huntley: "I appreciate very much the expression of appreciation given me this evening. The work through the year was somewhat hard. I did the best I could, and I am very glad that you appreciate the work."

Miss Arbuthnot: "I am delighted to be able to turn over my portion, and put it into very good hands."

Mr. Keith: "We appreciate very much the courtesy extended to the unofficial members and also to Dean Laird and Mr. Howe for the courtesy extended during our stay in Montreal." Seconded by Dr. Hardy. (This was not a motion, the speaker being an unofficial delegate.)

Mr. Laidlaw then moved that a special vote of thanks be passed to Dean Laird and Mr. Howe, seconded by Mr. Newland.—Carried unanimously.

The provinces unrepresented by the newly-elected officers then appointed representatives for the executive, as follows: Saskatchewan, Mr. Bailey; Quebec, Dean Laird; Prince Edward Island, Mr. Seaman.

Dr. Hardy then thanked the meeting for the office of Vice-president.

Miss MacGregor then moved that the convention adjourn, this was seconded by Mr. Laidlaw.

English and American University Life

It is difficult to say whether a social institution such as a university reflects the life of the nation it serves, or whether the national life is itself a reflection of all the multifarious institutions which help to mould the character of the individual in one way or another. Both in England and the United States life at the universities contains many of the fundamental elements which characterize the life of each nation in its larger aspect. In America one sees, in the first place, the small isolated college, with something between 500 and 1,500 students; and, in the second place, the large university, consisting of a college of liberal arts and a number of professional graduate schools. In England we have nothing to correspond to the small college. Although there are one or two embryonic "university colleges," which may eventually become universities, they have in the meantime no power of conferring degrees. The university in England, on the other hand, nearly always consists of a collection of colleges, in each of which are to be found men or women studying diverse subjects, such as the humanities, law, or science. These colleges are often scattered apart throughout the town; and, although there is a definite university consciousness, it is to his college that a student feels he is primarily bound, and to his college that he pays his first allegiance. The university as a whole exerts supreme authority in certain matters, such as the appointment of professors, the holding of examinations, or the award of degrees, but for most purposes it is a loose federation.

The most striking feature concerning the average American university—to English eyes, at least—is the highly organized nature of the daily life. The student is given a time-table which would appear incredibly crowded to an English undergraduate, and he is expected to adhere to it rigidly. The general impression received in an American college is that life is organized, punctual, and efficient, while in England the university atmosphere is leisurely, haphazard, and discursive. Except in three or four of the greatest universities, an American student as to a large extent dominated by his time-table. A bell rings, and breakfast is to be had for a brief half-hour. Another bell rings, and everyone goes to chapel for 20 minutes. The bell rings once again, and classes commence—and so on throughout the day. The students have little breathing space and few upfilled hours.

In an English university the attitude is based on the idea that a student is a responsible man or woman. With the exception of a small compulsory minimum attendance at lectures in the more modern universities, the student is free to follow his own devices, and follow them he does. He often spends an incredible

amount of time sitting in front of the fire, with his feet on the mantelpiece and a pipe in his mouth, discussing every subject under the sun. Bells may ring and clocks may strike, but they will ring and strike in vain for him; absence from lectures involves no penalty save that of knowledge unacquired. He will spend long periods of time reading books which have no discernible bearing upon the subjects he is studying, and consume much mental energy in exploring bypaths irrelevant to his main path. Some students fritter away in unprofitable pursuits the major part of their time at college. Others, stimulated by freedom of opportunity for endless talk and broadened in mind through browsing in suggestive fields of thought, no doubt develop their character and intellect to a higher and more original point than would occur under a more organized system.

The main point to be noticed, apart from the question of responsibility, is the difference in the incentive to work. In America a student undergoes a process of earning his degree by the continual accumulation of a series of credits for attendance at lectures, work in class, and frequent quizzes. The Dean can at any given moment, so to speak, turn up the books and discover that John Smith, Jun., has standing to his credit 4987619 of a B.A. At Oxford or London a student may be industrious or idle, brilliant or stupid, during his three or four years' course, but it will count for little in the final award. For the degree, and the placing of the candidate in the coveted honours classes into which the degrees are divided, depends almost entirely on his performance in the great examinations which are held, on a much larger and more formal and elaborate basis than are those in American universities, at the end of his course of study. The centre of gravity in fact, is on the eastern side of the Atlantic thrown into the examination system, and on the western side shifted into the lecture and class work. It is an advantage in some ways to make the incentive to work spring from the spontaneous desire of the student to acquire knowledge or to pass his examinations well, in the English manner, rather than to compel him to attend lectures; but at the same time disadvantages arise from the English method of making so much depend upon the examination. For although examination papers are carefully devised in such a manner as to distinguish the walking encyclopedia from the deep and original thinker, to discredit the more careful memorizer in favour of the more profound mentality, yet the mere fact that so much depends upon a brief critical period of examination throws an unfair strain upon the nervous or highly strung candidate, and produces many absurd results. The American university lays itself out to cater for the student of average ability, and takes care to insist that he does get through a well-defined and considerable amount of work, whereas in England the tendency is rather to provide exceptional opportunities for free mental development for the student of special intellectual capacity who desires to get educated.

There is much to be said for both points of view, and there are signs that a certain tendency in the respective opposite direction is developing to some extent in both countries. One of the reasons which explain the existing divergence of practice is that a much larger proportion of the younger generation goes to the university in the United States than in England. In America the mean or average is more in evidence in the university than the extreme, and has had more attention focused upon it than in England. In Eng-

land it is unfortunately not possible to work one's way through college in the American fashion, because the more developed economic condition of the country makes it impossible for a student to earn any appreciable amount of money by unskilled work for three or four hours a day. Owing to the absence of that magnificent opportunity for popular university education which exists in America, and which must be admired and envied by all who have had a chance to observe it, in England the university is still restricted to a relatively small though rapidly growing class. This selection on economic grounds is further restricted by a rigorous selection on scholastic grounds for without exception every English university demands the passing of a stiff entrance examination in four or five subjects before a student is admitted to study for a first degree.

Another important difference between university life in the United States and in England is in the manner of passing vacations. In America the vacations are shorter, and the usual procedure of an undergraduate at the end of them is to shake himself clear from the dusty volumes in which, theoretically at any rate, he is enveloped, and either frankly to go and enjoy himself, or alternatively to seek work of a social or economic character in order to earn money or to get into touch with the outer world. In the English university an enormous mass of debates, discussions, social and club meetings of every kind effectively prevents much work being done in term time apart from lectures. When vacations start many students pack up a suitcase full of books and depart—two or three friends together—to their homes, or to some spot on the Continent of Europe; and there, free from the distractions of the college round, proceed to combine reading and reflection with the pleasures of rest and recreation. Between five and six months of the year are vacation in most English universities, and these long periods provide the undergraduate with what are in many cases the most valuable of all his opportunities for the process of intellectual assimilation and development. He is expected to work during vacation.

A fundamental difference is involved in the enormous superiority of the United States in the matter of the university buildings, dormitories, laboratories, auditoriums, and other material equipment—libraries excepted—over anything which is to be found in England. There may be greater antiquity in the English university, and at Oxford and Cambridge greater

beauty, but for luxury, convenience, spaciousness, hygiene, and scientific modernity America leads. How has this material magnificence been accomplished? In other than State universities very largely by the enormous endowments given by millionaires. These munificent donors have in a great many cases become trustees of the university they have endowed, and business men control the life of the universities in a way unknown in England, where the university is governed largely by the faculty, and where the presidential office, with its large powers, is virtually unknown. The influence of these business trustees does not appear to be disadvantageous in any direction save one, but that one is of importance. I refer to the question of freedom of speech among student groups or clubs and among the faculty. There have been frequent instances of professors being dismissed or virtually compelled to resign; of advanced student groups or clubs being broken up; of speakers whom the undergraduates wished to hear being refused permission or stopped by the authorities. No doubt the business trustees act in perfect good faith according to their own particular lights, but there is undoubtedly, with a few exceptions, an absence of that freedom of speech, both inside and outside the class-room, the lack of which would be regarded in an English university as constituting a much greater danger than the danger of false gospel. In England the universities are the centre of every sort of orthodox and heterodox creed. Both students and professors, if they feel so inclined, take a vigorous part in the discussion of social problems. Their discussions have a basis of reality in the university franchise that gives the alumni special extra representation in parliament. Perhaps it is because the present condition of Europe is so critical, and the problems with which Great Britain is confronted so serious, that a consciousness of their existence and their urgency inevitably penetrates within the university walls. Certainly there is in England a closer affinity between life within the university and the life of the greater world without than is usually to be observed in America; and this results in the average English student being better informed politically, and more fully aware of the existence and significance of the great social problems of the day, than his American comrade. The American university, on the other hand, probably fits a man more adequately to take his place in the economic life of the nation.

—*London Times Educational Supplement.*



Advantages of Township Boards



J. ALLISON GLEN, President of Manitoba Trustees' Association, and Vice-President of the Canadian Trustees' Association

I have stated some of the disadvantages of rural schools, and I propose now to explain how, as I believe, we can overcome most of them under the Municipal System. We have in our School Act provision whereby a high school area can be formed. This involves a procedure which is almost fatal to the project. At any rate I am informed, that in no part of the Province has it been attempted. Under the Municipal Board, the Trustees have the power to create a high school, if such is the desire of the people. In such event the cost of administration is borne by the whole municipality, and not as now by the single school district. This is surely the equitable method. Today high school districts are providing Secondary education to pupils outside the district, at the ex-

pense of the ratepayers in the district. The nominal fee allowed by Statute does not begin to pay the expense of educating a child.

The Board has also the power of consolidation. The principle of consolidation has been approved over and over again, by this convention. The principle is not an issue now, but the question of administration is. Like all good things, you can have too much of it, and in a number of cases throughout the Province the judgment of the promoters has been faulty. In the endeavor to consolidate, naturally the thought of those interested turned to the question of taxation and logically that thought was followed by a desire to include as large a taxable area as possible. This has resulted in some cases in van-routes being too lengthy, and the

consequent hardship on the children, but it has also borne inequitably on the distant taxpayer, whose land bears a rate of taxation much greater in proportion than he who is adjoining the town or village in which the school is situated.

Under a Municipal Board these questions, which practically are the only great difficulties in Consolidated Schools, do not arise. The rate of taxation is equalized, and the quest for excessive territory will not prevail. Consolidation will be effected having in view only the convenience of the children, and the geographical situation of the schools, and the Board has the power to provide transportation in the same manner as a consolidated school.

I believe that under a Municipal Board the engaging of teachers will be considerably improved. Instead of the fifteen Boards competing in the Departmental Teachers' Bureau for teachers, a Municipal Board will be able to transpose teachers throughout the municipality, and be able to retain them in their employment, if so advised, instead of, as now, letting them go elsewhere. The question of teachers' accommodation can be settled by a Municipal Board, because with a number of teachers, say 17 or 18, that will be a primary consideration recognizing that the success of the Municipal Schools will depend, as all schools must, upon the permanency of the staff.

You will have on a Municipal Board a sufficient number of Trustees to administer the schools, two Trustees for each ward, and three Trustees from any town or village district. These men will be representative of the whole municipality, and surely if one rural council can administer your municipal affairs, one school board can look after all the schools. But the Board will have a further advantage in their Supervisor. The Supervisor will be appointed by the Board, and be under the direction and in the employment of the Board. He is likewise subject to the jurisdiction of the Department which pays half his salary. His duties will consist in advising the Board, as to expenditure on supplies and equipment, placing of these in the schools, and seeing that they are properly kept. He will be called into consultation by the Board, on new appointments to the staff, and the transportation of any of them. He will supervise the grading of pupils in the school as well as the subject matter taught. This might seem a large order to fill, but I am informed that Mr. Neelin, the supervisor of the Miniota School Board, has a tabulated record of the children of every school in the municipality. He is able to supply the Board with the standing of each pupil, and can advise the teachers of the subject in which a particular child is lacking. He will also supervise the methods of the teacher, and will consult, advise and correct where necessary. So far from being objectionable, I understand the teachers welcome this supervision, and the result has been an increase in the interest taken by the teacher, and the child has very considerably benefitted.

The supervisor must report as to the sanitary conditions of each school, and also the vans. He is responsible to the Board for information as to the manner in which the van-drivers carry out their contract. He will keep records of attendance in each school, and will act as attendance officer. This last is a most vital fact. The attendance Act is not being enforced as it should be. There are a variety of causes. For one thing the attendance officer for a rural school will not act, the only person available is usually someone in the district. There is no competition for this

office. Can you expect a local officer to act as prosecutor of a neighbour? In some districts it might not be healthy, and in any case the personal element enters so largely into the life of the community that you cannot expect the Act to be enforced. The central office is too distant to be effective. What has to be done has to be done at once.

A supervisor is in a different position. He is charged with a particular duty, for which he is paid. It is his business to make the school successful, and this cannot be, if the children attend or stay away at their own sweet will. The personal element will not enter so largely into such matters. A Municipal Board is not likely to be so easily influenced by the local likers and dislikers of a district in which defaulting parents reside, and in consequence such Boards are invested with more judicial authority.

It is impossible in an address such as this to further elaborate. I think I have given you sufficient reasons to warrant a change in the administration and to sum up. It is the system which will enable all schools to remain open during the whole school year. Under it you will have an equitable method of taxation. The poor district will not require to close its schools owing to the lack of funds, and the poor child will not be deprived of what is his absolute right, just because circumstances have placed him or her in a poor district.

It is the simplest method by which High School training can be provided at home. It is the best method by which attendance can be improved, and the Attendance Act enforced.

Under a Municipal Board a permanent staff of teachers can easily be obtained. There is no reason why a municipality could not provide out of its own pupils a permanent staff, who could be easily retained, and who might train for rural education.

It does not divest Trustees of any powers. It does not deprive the ratepayers of their right to veto any bylaw involving capital expenditure.

The powers of the Trustees are greater and the department no less. It will give greater efficiency to the present system.

And it need only be as expensive as your appointed and elected Trustees choose to make it.

All I would ask of each of you is that you view the proposal not as a new idea, and because new, dangerous, but simply as an effort to harmonize our educational system with existing conditions and especially would I ask you to approach the subject from the point of view expressed at the beginning. That so far as Manitoba is concerned, we The Trustees' Association in Convention, assembled declare unanimously, "That in this land there shall be education."

—*Canadian School Board Journal.*

The "Nordics"—and the Rest

VERNON KELLOGG

Once there was an Aryan vogue. Now there is a Nordic one. The Aryans were largely the creation of the philologists. The Nordics are the children of the biologists; more specifically, the anthropologists. Being a biologist, of a kind, myself, I suppose I should look on the Nordics with confidence and pride. But so much is being claimed for them that I begin to be disturbed. I wonder if they can really live up to all the claims made for them. They are being too much

compared, with the comparison running all to their advantage, with other children of the anthropologists, especially the Alpines and the Mediterraneans. We shall soon be having self-established patrician societies of Sons and Daughters of the Nordics who will be distinguished by long heads, blonde hair and skin, and a particular reverence for northern latitudes. Their slogan will be: Nothing Good South of Fifty!

The present vogue of the word "Nordics" disturbs me because I remember some other good words, standing for good ideas, which have come to grief from too much publicity and too little knowledge. Eugenics is a good word for a good idea that has suffered from being overworked by cranks and well-meaning persons possessed of that little knowledge which is, proverbially, a dangerous thing. Intelligence tests and vocational guidance are good names for things with some real basis of merit, but which are in danger of getting into the comic papers because of their too many, too uninformed and too talkative would-be friends. Let the Friends of the Nordics take warning from the fate of the Friends of Eugenics. Let us not damn the Nordic idea by overpraise and extravagant claims. Even less than with eugenics must we permit sentiment to take the place of fact as regards Nordicism. If there is anything sound in the Nordic idea, this soundness must derive from scientific fact. What about the facts available to sustain the Nordic vogue?

How Much Do Races Differ?

Thirteen years ago Professor R. S. Woodworth, of Columbia University, a rather unusually careful psychologist, published a paper in *Science* (February 4, 1910) in which he pointed out that what studies of racial differences in mental traits had been made up to that time, failed to reveal any pronounced or even any very readily definable differences of this character among the races studied. In the various special senses these differences are slight, and as to general mental capacity, as distinguished from mental culture, it is much less easy to say, with any of that confidence so often displayed by superficial observers, that fundamental racial differences of serious degree really obtain, at least among the races of Europe and those other countries from which most of our immigrants come. And it is the present pressing problem of immigration which gives us our especial interest in the Nordic idea and gives this idea its special present vogue.

There is apparent to Professor Woodworth so much overlapping of races with regard to mental traits and general capacity that he finds it hard to set up differential racial criteria on the basis of differences in such traits. More recent studies seem to confirm Professor Woodworth's general conclusions.

Racial Samples at Ellis Island

But, after all, there does seem to be fairly good evidence that some races may be declared to differ rather definitely in their average or modal mental endowment. The total range of variation in mental character may be fairly similar in two races, but one race may have a proportionally larger number of individuals below the mean of the range than the other, so that the weighted average of this race or nation may be said to be below that of another. There is more chance, then, of our receiving, through immigration, if we receive a fairly distributed sample of each race, a mentally poorer contribution from one race than another. Of course, we rarely do receive a fairly distributed sample of a given race. We almost always

get a sample determined by economic or political or religious or what not other discriminatingly determining conditions. Sometimes this is a sample of the better individuals of the race; sometimes, and too often, of the poorer ones.

Here, I think, lies the crux of the immigration problem; that is, of the biological phase of this problem. It is not, probably, so much the importance of the difference in races—although there is undoubtedly something in this—as it is the difference between the samples we actually get, and the samples we would prefer to get, of any of these races. It is quite probable—I should incline to say, certain—that we could get a poorer immigration contingent at any given time from a Nordic nation than from a Mediterranean nation. In this case we ought to prefer the Mediterranean group to the Nordic group. The reverse of this is equally possible—and, under the circumstances, more probable. What we need to pay especial attention to, and attempt to prevent by proper legislation, is the danger of getting bad samples of any race. We want the best samples we can have of Nordics, Alpines or Mediterraneans alike.

There is scientific evidence to show that we have been recently getting poorer samples of all of these groups than we used to get. In the course of the extensive psychological examinations of our army draft during the war it was possible to examine group samples not only of different European races and nations but also group samples of these races which had come to America in different years or groups of years. The results of these examinations clearly revealed a decided inferiority in average mental capacity of the recently arrived groups as compared with the groups arriving in earlier years, and this is the case of practically all the nations represented in the draft.

It may be suggested that the difference in the length of residence in the United States may account for this difference in mental capacity, an explanation flattering to our feelings of national pride, but one strenuously combatted by the competent psychologists who devised and conducted the examinations. These men believe that their tests do test strictly the inherent or native mental capacity of the subjects examined, as distinct from any acquired information, education, or general culture. And residence, short or long, in a given country, can hardly modify inherited capacity in given individuals.

It is true that these army examinations and other similar examinations of foreign-born residents in this country also indicate differences in that modal or weighted average mentality of different peoples which I have spoken of as probably existing. And these differences are plainly in favor of those northern European peoples which are roughly grouped as of Nordic race. The Nordic idea, then, is not without some basis of scientific fact. And the Nordic race, as far as it can be defined as a distinguishable race, has a strong presumption in its favor as a good race to breed into the American mixture. As to the actual inheritance behavior of its various specific racial traits, physical and mental, in racial hybridization or trait-crossings, however, we have to face further questions, questions that the scientific students of heredity must be appealed to for answer.

Sixty Years of Heredity

We have gained more scientific knowledge about heredity in the last sixty years than had been gained in all the time before. Beginning with the contribu-

tions of Francis Galton and Gregor Mendel in the 1860's, there has been a constantly increasing addition to our knowledge of the mechanism and manner of heredity, until we have reached the point where we can speak with surprising confidence concerning the fundamental manner and orderliness of biological inheritance. We know that much of this inheritance follows in an orderly way a manner discovered by Mendel's now classic experimental work on hybridizing garden peas in his quiet cloister garden in Brunn (Austria).

These hybridizations—and other later similar ones in the case of other plants and animals—produced results so definite in character and so unvarying in their repetition that a strong presumption has been created that we have at last a master-key to the secret of heredity. But—and this is highly important to keep in mind—to determine the precise inheritance behavior of any particular character or trait, physical or mental, in connection with any particular hybridization, it is necessary to make experimentally that particular hybridization or to have available the record of results, determined by careful observation, of chance hybridizations involving the particular trait whose inheritance behavior we are interested to learn.

Now we can control the hybridizing or cross-mating of plants and many animals, but we cannot so control human hybridizing. So for information of the results of human crossings we have to rely on chance matings of the sort needed in order to observe and determine the inheritance behavior of particular human traits in particular human crossings. This makes slow work of studying human heredity, even though we have such a useful basis to work from as our general knowledge of the Mendelian order of inheritance.

A Comparatively New Field

Therefore when the biologist faces the many pressing questions which are hurled at him concerning the results of human mongrelization—an unfortunate term, implying from the beginning a derogatory attitude toward human hybridization—he has simply and most unsatisfactorily to answer that he knows as yet very little about this matter. He does, indeed, already know, from extended observation of the results of chance crossings—not necessarily racial crossings—something rather definite about the inheritance behavior of a number of particular human traits both physical and mental, especially pathologic ones, as polydactyly, brachydactyly, certain types of color-blindness, night-blindness, feeble-mindedness, epilepsy, etc. But as to the good or bad general heredity results of racial crossing, involving the consideration of a host of physical and mental traits, the biologist, unless he is unusually bold, ventures to say little.

Certainly crossing per se, no more than interbreeding per se, can be held to be harmful. Plant and animal breeders use both these methods to get good results. The real danger of inbreeding is that of bringing together individuals or types which have bad traits common to the stock of both, and hence likely to be accentuated in their offspring. The danger in crossing is that of bringing together a type with several bad traits and a type with several good ones, the result being offspring likely to possess a mosaic of good and bad traits, perhaps, on the whole, better than the poorer parent but not so good as the better parent. Sometimes, however, such a crossing produces a result inferior even to the poorer parent; but sometimes, also, one even superior to the better parent.

In human racial hybridization there is a general

popular presumption, based on miscellaneous observation, against Eurasian crossings, and similarly against Negro-Caucasian crossings. But because of the social prestige against such crossings it may be that most of them occur only between particularly poor individual representatives of the races, the bad outcome, then, resulting rather from the individual inferiority of the parents than from racial mixture.

I have observed, too casually to serve as scientific basis for conclusion, some results of racial crossings in that natural laboratory of human hybridization experiments, the Hawaiian Islands. I have been struck by the apparently excellent outcome of crossings between the Chinese and other races. I saw in a single girls' school in Honolulu the results of some twenty or more different racial combinations. Some seemed bad; some seemed good. This only means that to know really, that is, with any scientific precision, what racial crossing means, we have certainly got to do an immense amount of intensive and continued analytical observing.

We talk rather freely about racial dominance or prepotency in connection with racial crossings. But so far all we know about dominance or prepotency in heredity is that certain particular traits—not particular individuals, or a particular sex, or particular races—are dominant in crossings. And even this dominance is only that of somatic or bodily character and not of germ plasm character. The good or bad trait, extinguished as bodily manifestation for a generation or so as a result of a crossing, may persist in the germ plasm and reappear in a later generation.

Well, this is all very unsatisfactory as a basis for estimating race values and the advantages or disadvantages likely to accrue from race crossings. But that is the very moral of this paper. We know far too little yet about these things to take, with much confidence, any very positive action about them. We need more knowledge; which can only come from more, much more, scientific study.

—The New Republic.

Teachers! Send in your "Wants" to the "A.T.A. Bureau of Education." Write for our Guide to 10012 102nd Street, Edmonton.

Infant School Methods

At the first public session of the conference Miss L. de Lissa, Principal of Gipsy Hill Training College, read a paper on "Recent Developments in Infant Edu-

The Glasgow House

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WORLD'S SHORTHAND CHAMPIONSHIP

In the shorthand contest held by the National Shorthand Reporters' Association at Chicago, August 20, "a new record was made at the 200-words-a-minute speed, in which Mr. Charles L. Swem made only two errors."

Mr. Swem also won the world's championship with the highest average on the 200, the 240, and the 280 words a minute tests.

The official figures for the qualifying contestants on the three championship tests were as follows:

Name	Five Minute Dictation at			Total Errors
	200 Words a Minute No. errors	240 Words a Minute No. errors	280 Words a Minute No. errors	
*Charles L. Swem.....	2	18	9	29
*Albert Schneider.....	7	14	24	45
*Martin J. Dupraw.....	8	15	23	46
Solomon Powner.....	9	24	54	87
E. A. Reilender.....	23	36	51	110
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NOTE:—The names marked with stars are writers of Gregg Shorthand. Mr. Swem was for eight years personal stenographer to President Wilson. Mr. Schneider and Mr. Dupraw are graduates of the New York City High School of Commerce.

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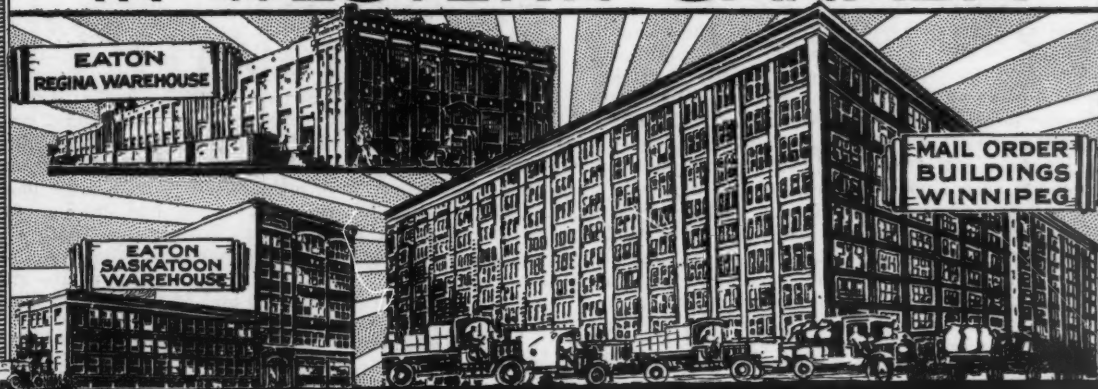
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education and Their Connection in the Elementary Schools." Miss de Lissa said that where the infant schools were poor, badly staffed, or ill-equipped the same thing happened as when the foundations of a house were badly laid by inefficient or careless workmen. The house suffered for all time, was never secure, and there was constant expenditure required in patching up the ill-effects of bad beginnings. None but the most short-sighted thought it economy to neglect the infant schools. Educational practice in English elementary schools today was totally different from that ten years ago when she first saw it. It differed in method and in attitude and was approached from a different standpoint. The education of yesterday was based on philosophy and logic, but today an interest in growing human beings, and investigation into their true nature and needs were changing the whole attitude of education and educators. In our education of yesterday children were roughly classified into groups and classes, and the children in each group were practically chained together. No one could travel save in lockstep with the whole class, of which the pace was that of the slowest child, nor could anyone deviate from the track that all must follow, for everyone had to do the same thing at the same time and was expected to reach a uniform standard of attainment, and everything was worked by that most mechanical and deadening of all education devices—a fixed time-table. So it was ordered that at certain times the class had to be instructed in religious knowledge until a clanging bell announced that religion was over for the day and the class must turn to the multiplication table or to writing. Teachers and children alike were hurried on in this machine without any opportunity for the exercise of will, judgment, initiative, or imagination. Added to this was an absurd worship of knowledge, for which everything else was sacrificed. Education was like the packing of trunks, and all the children of one age were expected to have the same capacity for the reception of knowledge.

A most artificial type of discipline arose, for it became necessary constantly to repress the whole stream of a child's natural energy and interests. The assumption that nature was wrong and the education authorities were right forced the teacher to endeavor to act in the dual capacity of policeman and creator. She had to correct the blunders of nature and make the child something different to what those mysterious forces within it intended it to be, to hold it in silent passivity and mould it according to the plan of the authorities. Such a system was bound to fail, and as teachers became better trained and more thoughtful in their work, they began to revolt against this soul-destroying organization. But between becoming convinced that one method was wrong, and the substitution of something better, lay a period of reflection, experiment, and investigation, and in the last ten years such activities had been numerous, varied, and world wide. From them had arisen a determination to put the acquisition of knowledge in its rightful place as secondary to the development of power. Our research and experiments were now directed towards discovering the conditions for growth. Research had resulted in some knowledge of the requirements of a child's physical environment—diet, clothing, and all that made for health. Beyond this there had to be established what might be called the psychic hygiene, by the discovery of the conditions under which similar victories might be won for the mind and spirit to those already won for the body.

An investigator to whom we owed much was Dr.

Maria Montessori, whose method of research was that of a biologist. Her careful observations and records gave her profound insight into the natural activities and interests of young children, while experiment proved to her which activities were of deep and lasting significance because of their association with the processes of growth and which were transient and of little significance. She saw that profound activities and mind and spirit were constantly being diverted from natural channels, dispersed, and rendered useless, and how often educational practice provided only for the superficial activities and left the deep springs of life without outlet. Eventually she found the sort of mental and spiritual food that produced great strength and energy at the same time as it satisfied hunger, and after some twenty or thirty years of this patient work Dr. Montessori was in a position to say of her Casa Dei Bambini and apparatus: "In my experience this is the environment in which little children develop all their human qualities in the fullest measure, in which they grow robust in body, mind, and spirit, and know the joy of childhood." Her work came as a tremendous inspiration, and many teachers so inspired set forth to improve their infant classes. These experiments varied in value according to the understanding and ability of those who were conducting them, but it was a very healthy sign that so many teachers were questioning their past methods, and most valuable work had been and was being done in the infant departments.

NURSERY SCHOOLS

Enthusiasm for infant work was further greatly encouraged in 1918, when the Education Act gave permission for the opening of nursery schools. The importance of the first seven years of life needed no emphasis before such an audience. For long educationists had believed it to be the most impressionable and valuable period of life from an educational point of view—the time when the habits of mind and body were formed, the foundations of character laid, and the attitude towards life established. The opening of nursery schools with government grant suggested that at last they were to be allowed to act upon their beliefs. Training for nursery school teachers was organized, for it was quickly recognized that only very specially trained women would be capable of dealing with these most important early years. Since then a dark and threatening cloud had arisen on the educational horizon, but of that she was not going to speak. The nursery schools that were opened had proved to be most excellent fields for research. They had enjoyed far greater freedom from official interference than was customary in the elementary schools, and they had had great influence in modifying the arrangements and methods of the infant schools and bringing them more in line with the requirements of little children.

Recently a visitor entering one of the best of the infant schools of today waited for five or ten minutes, and then said to the teacher:—

"When is the work to begin?"

"It has begun," she replied.

"I don't mean the children playing about, but when are you going to gather them together and teach them?"

"Never," came the reply, "for if you watch them you will see that such an act would be an interruption when they are all busily teaching themselves."

Though there was still much discussion as to the relative value of the toys, apparatus, and material in use in the various schools, all experimenters were

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Instructor in Geography, Calgary Normal School

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agreed on one point, and insisted that the children must be free from the useless restriction that formerly prevented them from moving without permission, speaking to a class-mate, or helping one another spontaneously and naturally; free from all such external barriers as prevented the great outrush of the inner springs of life. They must be free to move at will, to choose their own work, as their interest and need demanded, free for all activities to originate in the true self, from "inner necessity and impulse." Just as the well-nourished child brought up in sunshine and fresh air was eager for meals and full of activity and energy, so too the children in this wisely equipped school-room found themselves physically hungry and full of energy, and worked with interest and intensity. The quick, capable child travelled at its own pace, and was not held back by those less able, while the dull child escaped the feeling of discouragement that came from the inability to keep up with those who were more gifted, and with this millstone of self-distrust removed worked better and more happily. Interest in work brought the only real discipline, and there was no doubt that the children disciplined themselves more severely than any teacher would dream of doing. They would concentrate on a piece of work, or practise a movement for a long period of time, gaining as a result a far higher standard of attainment and skill than was customarily associated with infants. These lessons of individual self-control and self-discipline were fundamental to any real freedom, for no man was free who was not master of himself. We were sometimes apt to forget that freedom was not a birthright, but a prize that each might win. This newer type of education provided a training that would make men free.

THE TEACHER'S PART

What was the teacher doing while the children were so employed? No longer did she pursue the children, for it was they who sought her out, as they would remain in the background, observing and studying them, so that her help, when needed, could be given seek a friend for help or guidance. She gave the help and retired, and, unless the children were needing her, with some knowledge of the needs of the asker. The teacher was able to efface herself because she had provided apparatus by the use of which the child could educate itself. The best of such apparatus consisted of series of pieces definitely graded and progressive, each piece having the characteristic of emphasizing and chaining the attention to some particular thing that had to be mastered, and being otherwise unattractive. The result was, when a child had learned what the object or set of objects had to teach, or gained the skill that its use necessitated, it ceased to interest or attract, and was discarded by the child, who used the power so gained for more difficult work. On the other hand, there was much poor apparatus in use—poor because it consisted of fascinating puzzles and devices which held the child's attention on the device itself. Such apparatus was only a little better than the most worthless of toys. Where the apparatus was wisely planned, the teacher could safely leave the child to choose its own occupation.

The ability to choose and decide on a piece of work was fundamentally important in mental and moral training, and the child was encouraged to exercise this choice freely. During the first few weeks in such a school a child who had never tasted freedom before, and whose actions in consequence had never been inspired from the deep well of life, might choose in a

haphazard way, and more from whim than need, but very soon one could see a change taking place. Records kept of children in these free schools showed the choice to be on the whole wise and progressive. Some of these records were most interesting in revealing how children of different temperament and health chose their work, some beginning the day with their most difficult task, and ending with something less strenuous, others working up to their high-water mark, and so on.

The children left alone helped one another in their work, discussed it together, and lived in the natural way that community life made possible. In the service of one another, in the friendly helpful attitude they acquired and the willing sacrifices they made lay true moral training. In such ways religion was woven into the whole of everyday life and not reserved for the first thirty minutes of every morning and for Sundays. In these free schools the children were not at all busy all the time, and often the child would be idle for an hour, a day, or a week. To watch them take their time as they changed from one occupation to another with a pause to watch the goldfish as they turned and twisted in the light, to sit by the fire and dream, to gaze with long and satisfied expression at their completed work, or to wander about watching the other children, made visitors wonder if the children did any real work at all, or if they did not take life too leisurely, and only play at work. The answer to this question was to be found in those carefully kept records referred to before, for they revealed the most interesting fact that not only did the children very rarely fall below the usual standard, but for the most part they were well above it. In one school visited recently, the children were a year and a half ahead in reading, and one found similar achievement in many schools. In number work they were usually well ahead of their years. So the wise teacher did not worry at periods of inactivity. She had seen these rest periods to be necessary, and discovered from the subsequent spurts in development that they were not always rest periods. For just as the most important part of the growth of a tree took place underground, and it was the growth of roots that made leaves and flowers and fruit come about in the fullness of time, so too with each human being much of the most valuable growing took place in silence and the hidden recesses. Gardeners who, impatient with this delay, tried to force the flowers and fruit before the roots had grown, would be as ridiculous and unsuccessful as the teachers of old who all the time worked and hankered after immediate visible results. The teacher in this new method was more humble than she used to be, for she recognized herself to be simply the servant of nature. It was the mysterious life force within each that brought about growth, and all she could do was to provide the conditions in which unhampered growth could take place. Every child had different needs, and the teacher's privilege was to study each and to give each according to its needs. This was the spirit that was coming into the infants' departments, bringing with it respect and reverence for the individuality of each child. In this new education faith in the child, and the laws of its being were implicit, and the desire was to follow natural unfolding wherever it led it. In the words of Browning, "See all, trust God, nor be afraid."

It was on the training of teachers for this type of work that all future development and extension would depend, and at least one college was endeavoring to make teachers who would be capable of carrying out and extending this work. Teachers must be able to

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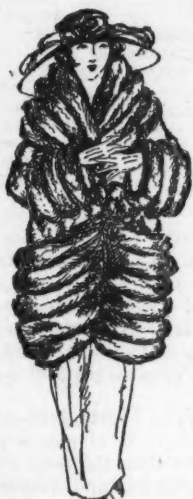
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observe their children with accuracy and make intelligent use of their observations, to seek for hidden causes in explanation of seen effects, and to be wary of making hasty generalizations on inconclusive or scrappy evidence. They must wait for nature, and not to try to hurry the child on for the convenience of their own schemes. As a training in this direction much time was spent in the college of which she was speaking on elementary biology and biological research. Every student was guided by her own interest, chose for independent investigation either a tree, shrub, bird, insect, or pond creature. She made her original observations and kept records for long periods, and gained enormously from this piece of research. The course of elementary biology followed at the same

time was planned to awaken wonder and reverence for the numerous and varied ways in which life revealed itself, and in which creatures and their environment were inter-dependent. Enriched by this study the student went on to the study of children capable of making first-hand observations and their reaction on and adaptability to varying environments. The internal affairs of the college were to a great extent managed by the students. Infants' teachers whose own individuality was developed were less likely to thwart the spontaneity of any child or choke its life, than if their training had put the worship of knowledge before reverence for life.—From "Report of Imperial Conference on Education," *London Times Educational Supplement*.



Cost of Education in the United States



MORE FOR LUXURIES IN A SINGLE YEAR THAN FOR EDUCATION IN THREE HUNDRED YEARS

P. P. CLAXTON, United States Commissioner of Education

Despite the low salaries of teachers and the meagre and inadequate equipment of schools, many people believe the support of the public schools, elementary, secondary and higher, to be our chief burden. This opinion seems to be very common about State legislatures and other tax-levying bodies. People otherwise well-informed, sometimes fall into this error. Recently a prominent professor in one of our great universities expressed the opinion that the support of the State universities was about to bankrupt some of the States. What are the facts? How do expenditures for the schools compare with other expenditures, public and private? The truth is public education is not a burden. Its cost is almost negligible when compared with other expenditures.

In 1918 the last year for which complete reports have been compiled, we spent in the United States for public education, elementary and secondary, \$762,259,154; for normal schools for the training of teachers, \$20,414,689; for higher education in colleges, universities, and professional and technical schools, whether supported by public taxation or privately endowed, \$137,055,415. The grand total was \$919,729,258. In the fifty years from 1870 to 1920 we paid for public elementary and high schools \$12,457,484,563; for normal schools, \$291,111,232; for higher education in tax-supported and privately endowed colleges, universities and technical schools, \$1,804,200,272, a total of \$14,552,796,037 for the fifty years.

For the years preceding 1870, two billions of dollars for public elementary and secondary schools; three millions for normal schools, and 150 millions for higher education would be very liberal estimates. Adding these to the totals given above will make a grand total of about \$14,500,000,000 for public elementary and secondary schools; \$295,000,000 for normal schools, and \$1,950,000,000 for higher education—approximately \$16,645,000,000 for public schools, elementary, secondary, normal schools, and higher education in schools of all kinds from the beginning of our history until 1920.

In all cases the figures include expenditures for buildings and equipment, repairs, heating, lighting, and other incidentals as well as expenditures for teachers' salaries.

The total amount paid in salaries to teachers in public, elementary and secondary schools in 1918 was only \$402,298,516. Salaries of teachers in private ele-

mentary and secondary schools, colleges, normal schools, universities and technical schools amounted to approximately \$90,446,724, making a total of \$492,745,240.

Making all due allowances for defective returns, the total amount spent for public education in 1918, including current expenditures for private and endowed colleges and universities, and all expenditures for capital investment in buildings and equipment, was less than one billion of dollars. According to Government returns for 1920, the people of the United States spent for luxuries in that year \$22,700,000,000; more than 22 times as much as they spent for education only two years before, and six billions, or thirty per cent. more than we have spent for education in all our history.

Expenditures for luxuries in 1920 included among other items:

For Face Powder, Cosmetics, Perfume, etc.	\$	750,000,000
Furs		300,000,000
Soft Drinks		350,000,000
Toilet Soaps		400,000,000
Cigarettes	\$800,000,000	
Cigars	510,000,000	
Tobacco and Snuff	800,000,000	
		2,110,000,000
Jewelry		500,000,000
Luxurious Service		3,000,000,000
Joy Rides, Pleasure Resorts and Races		3,000,000,000
Chewing Gum		50,000,000
Ice Cream		250,000,000
		\$10,710,000,000

It is interesting to compare some of these items with the expenditures for education. The amount paid for face powder, cosmetics, and perfumes, is only \$12,000,000 less than the total amount expended for public elementary and secondary education in 1918 and within \$50,000,000 of twice the total amount of salaries paid teachers in public elementary and secondary schools.

The amount paid for jewelry is nearly \$100,000,000 more than the salaries of teachers in elementary and high schools in 1918 and is more than the total of productive funds of all endowed colleges and universities in that year.

The \$50,000,000 for chewing gum is two and one-half times the total expenditures for normal schools and almost exactly the same as all state and city appropriations for higher education.

The \$300,000,000 paid for furs is more than twice

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the total cost of all higher education, and the \$350,000,000 paid for soft drinks is more than two and one-half times as much. It is more than the total value of college and university buildings, including dormitories in 1918.

Strangely enough, the cost of toilet soaps in 1920 and the total salaries of elementary and secondary teachers in 1918 are almost exactly the same. But why should soap be counted as a luxury? The cost of cigarettes in 1920 is twice as much as the salaries of teachers in elementary, and high schools, nearly \$40,000,000 more than the total expenditures for elementary and secondary education, and almost the same as the total cost of elementary and secondary education, public and private, including capital investments in new buildings and equipment, and the cost of the heating and lighting of school rooms, and all other expenses for upkeep.

In 1920 we blew away in smoke of cigars and cigarettes \$300,000,000 more than the total cost of all education in 1918. The total cost for tobacco, in all its forms, in 1920, was five times the total of teachers' salaries in 1918 and almost exactly the same as the total cost for elementary and secondary education for the three years 1916, 1917, and 1918. If in some moment of high enthusiasm and patriotic devotion the people who use tobacco had agreed among themselves to smoke two cigarettes instead of three, two cigars instead of three, take two "chaws" instead of three, and two dips instead of three, and had paid to the support of the schools the money thus saved for the year, the salaries of teachers in schools of all grades, public and private, could have been increased by more than 120 per cent. For tobacco, in its various forms, we paid more than we have paid for higher education since the founding of Harvard College in Massachusetts and William and Mary in Virginia.

Luxurious service, whatever that may mean, for the single year, cost more than the total paid for all public education for the four years from 1915 to 1918 inclusive, and 45 per cent more than higher education has ever cost us.

So much for volunteer expenditures for things ordinarily called luxuries and not absolutely necessary.

It is equally interesting to compare the expenditures for education with other governmental receipts and expenditures. Receipts of the Federal Government from customs and internal revenues for 1920 were \$5,730,978,117. This is more than six times the amount expended for education in 1918, and more than one-third the estimated total expenditures for public education and all higher education from the beginning of our history until 1920. It is fully ten times the total of salaries of all teachers in all schools, public and private.

If to the income of the Federal Government be added the taxes collected by states, counties and municipalities for other purposes than education, the total will be fully fifteen times as much as the total salaries of teachers of all public elementary and secondary schools, normal schools, colleges, universities and technological and professional schools of all kinds. To double the salaries of all these teachers would require the addition of only one dollar in fifteen to the total of Federal, state, county and municipal taxes. For every fifteen dollars paid, the average tax-payer would pay sixteen dollars, and after his receipts are put away he would not know the difference. If nothing were paid teachers from public taxation the average tax-payer would still pay fourteen dollars of the fifteen

he now pays, and would not remember the difference after the tax receipts are put away.

The comparisons made above are for the country as a whole. For individual states the comparisons are sometimes even more striking.

In the fifty years from 1870 to 1920 the State of Connecticut paid for public elementary and secondary education \$182,500,000. The amount paid in 1918 was \$10,669,663. In 1920 the people of Connecticut paid into the federal treasury in direct taxes the sum of \$106,849,888; ten times as much as they paid for public elementary and secondary education in 1918, and nearly 60 per cent as much as they paid for public elementary and secondary education in the fifty years from 1870 to 1920.

Pennsylvania's direct federal tax bill in 1920 was \$557,008,972, and its bill for elementary and high schools in 1918 was \$69,520,247. The tax bill was eight times as much as the school bill. Pennsylvania's bill for elementary and secondary education for the fifty years from 1870 to 1920 was \$1,191,000,000, only a little more than twice the direct federal tax bill for one year.

Massachusetts has long held the leadership in public education, but its direct federal tax bill for 1920 was more than ten times its school bill for 1918 and more than twice its school bill for the fifty years from 1870 to 1920.

New York state and city have boasted in recent years of very large appropriations for education, but New York's direct federal tax bill of \$1,418,332,651 in 1920 was more than twenty times as much as its school bill for 1918 and only \$145,000,000, or less than its school bill for the fifty years from 1870 to 1920.

Delaware's direct federal tax bill for 1920 was almost exactly the same as its school bill for the one hundred years from 1820 to 1920.

Virginia's direct federal tax bill of \$69,751,127 in 1920 was more than eight times its school bill for 1918 and more than one and one-half times its school bill for the 98 years from 1822 to 1920. This includes appropriations for higher education, for normal schools and schools for the deaf, dumb and blind.

Maryland's direct tax bill of \$81,452,867 in 1920 was thirteen times its education bill for 1918 and more than twice its school bill for the 95 years from 1825 to 1920.

North Carolina's direct federal tax bill of \$162,667,320 of 1920 was several million dollars more than its total expenditures for education, higher and lower, public and private, for the 250 years of its existence as colony and state.

To the direct federal tax bills of the several states for 1920 should be added their proportionate part of the total customs taxes of \$323,000,000.

These comparisons may be tedious but they are instructive. These and other figures which might be easily determined show very clearly the contention in the first part of this article, that, compared with other expenditures, public and private, expenditures for education are negligible.

We think we believe in education. We talk much about it and many of us have believed that we pay much for it; that it in fact constitutes a very great burden if indeed it is not our chief burden. No doubt we do believe in education in a way, but we have not and do not pay much for it. If this article helps to dispel the illusion and to give some accurate information as to actual expenditures for education as compared with other expenditures it will serve its purpose.

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